

STATE PERSONNEL BOARD CALENDAR



MAY 18, 2004

SACRAMENTO

State of California

Memorandum

May 7, 2004

TO: ALL INTERESTED PARTIES

FROM: STATE PERSONNEL BOARD -- Appeals Division

SUBJECT: Notice and Agenda for the May 18, 2004, meeting of the State Personnel Board.

PLEASE TAKE NOTICE that on May 18, 2004, at the offices of the State Personnel Board, located at 801 Capitol Mall, Room 150, Sacramento, California, the State Personnel Board will hold its regularly scheduled meeting.

The attached Agenda provides a brief description of each item to be considered and lists the date and approximate time for discussion of the item.

Also noted is whether the item will be considered in closed or public session. Closed sessions are closed to members of the public. All discussions held in public sessions are open to those interested in attending. Interested members of the public who wish to address the Board on a public session item may request the opportunity to do so.

Should you wish to obtain a copy of any of the items considered in the public sessions for the May 18, 2004, meeting, please contact staff in the Secretariat's Office, State Personnel Board, 801 Capitol Mall, MS 22, Sacramento, CA 95814 or by calling (916) 653-0429 or TDD (916) 654-2360, or the Internet at:
<http://www.spb.ca.gov/calendar.htm>

Notice and Agenda
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May 7, 2004

Should you have any questions regarding this Notice and Agenda, please contact staff in the Secretariat's Office at the address or telephone numbers above.

TAMARA LACEY
Secretariat's Office

Attachment

CALIFORNIA STATE PERSONNEL BOARD MEETING*
801 Capitol Mall
Sacramento, California

Public Session Location - Room 150

Closed Session Location - Room 141

MID-MONTH MEETING AGENDA**

MAY 18, 2004

PUBLIC SESSION OF THE STATE PERSONNEL BOARD

- 9:00 - 9:30 1. ROLL CALL
2. REPORT OF THE EXECUTIVE OFFICER
- Report of Laura Aguilera
Interim Executive Officer
State Personnel Board
3. REPORT OF THE CHIEF COUNSEL
4. NEW BUSINESS
(Items may be raised by Board Members for
scheduling and discussion at future meet-
ings.)
5. REPORT ON LEGISLATION

* Sign Language Interpreter will be provided for Board Meeting upon request - contact Secretariat at (916) 653-0429, or CALNET 453-0429, TDD (916) 654-2360.

** The Agenda for the Board can be obtained at the following Internet address: <http://www.spb.ca.gov/calendar.htm>

CLOSED SESSION OF THE STATE PERSONNEL BOARD

9:30

6. DELIBERATION ON ADVERSE ACTION, DISCRIMINATION COMPLAINT, AND OTHER PROPOSED DECISIONS SUBMITTED BY ADMINISTRATIVE LAW JUDGES
Deliberations on matter submitted at prior hearing, on proposed decisions, petitions for rehearing, rejected decisions, remanded decisions, submitted decisions, and other matters related to cases heard by administrative law judges of the State Personnel Board or by the Board itself.
[Government Code Sections 11126 (d), and 18653 (2).]
7. PENDING LITIGATION
Conference with legal counsel to confer with and receive advice regarding pending litigation when discussion in open session would be prejudicial. [Government Code Sections 11126 (e) (1), 18653.]

State Personnel Board (SPB) v. Department of
Personnel Administration (DPA)/
International Union of Operating Engineers
(IUOE et al. Sacramento County Superior
Court Case No. 01CS00109

Association of California State Attorneys
and Administrative Law Judges v.
DPA/California Department of Forestry
Employees Association (ASKA) CDF
Firefighters Court of Appeal, Third district
No. C034943
Sacramento County Superior Court No.
99CS03314)

IUOE v. SPB/Public Employee Relations Board
(PERB)
Unfair Practice Case No. SA-CE-1295-S

Connerly v. SPB

8. RECOMMENDATIONS TO THE LEGISLATURE
Deliberations on recommendations to the
Legislature. [Government Code Section 18653.]
9. RECOMMENDATIONS TO THE GOVERNOR
Deliberations on recommendations to the
Governor. [Government Code Section 18653.]

PUBLIC SESSION OF THE STATE PERSONNEL BOARD

On Adjournment:

10. DISCUSSION OF COMING BOARD MEETING SCHEDULE
OF JUNE 8-9, 2004, SACRAMENTO, CALIFORNIA

BOARD ACTIONS

11. ADOPTION OF THE STATE PERSONNEL BOARD SUMMARY
MINUTES OF May 4-5, 2004
12. ACTION ON SUBMITTED ITEMS
(See Agenda Page 20)
These items have been taken under submission
by the State Personnel Board at a prior
meeting and may be before the Board for a
vote at this meeting. This list does not
include evidentiary cases, as those cases
are listed separately by category on this
agenda under Evidentiary Cases.
13. EVIDENTIARY CASES
The Board Administrative Law Judges conducts
Evidentiary hearings in appeals that include,
but are not limited to, adverse actions,
medical terminations, demotions,
discrimination, reasonable accommodations,
and whistleblower complaints.
 - A. BOARD CASES SUBMITTED
These cases have been taken under
submission by the State Personnel Board
at a prior meeting and may be before the
Board for a vote at this meeting.

DORYANNA ANDERSON-JOHNSON, CASE NO. 00-1687A
Appeal from denial of reasonable accommodation
Correctional Lieutenant
California Rehabilitation Center - Norco
Department of Corrections

RICHARD COELHO, CASE NO. 02-1796R
Appeal from constructive medical termination
Fish and Game Warden
Department of Fish and Game

ROSIE L. DASHIELL, CASE NO. 03-2279
Appeal from dismissal
Public Safety Dispatcher I
California Highway Patrol

RANDALL DODSON, Case No. 03-1587
Appeal from non-punitive termination
Caltrans Equipment Operator I
Department of Transportation

CYNTHIA GEORGE, CASE NO. 03-2494
Appeal from suspension
Administrative Law Judge I
Unemployment Insurance Appeals Board

PAUL H. KEMP, Case No. 01-2841
Appeal from dismissal
Teacher Assistant - Youth Correctional Reception Center and Clinic - Sacramento
Department of the Youth Authority

NEIL MADDEN, CASE NO. 03- 1682
Appeal from five percent reduction in salary for three months
Correctional Officer
Centinela State Prison - Imperial
Department of Corrections

CHRISTOPHER MIRAMONTES, CASE NO. 03-2299
Appeal from five-percent reduction in salary for six months
Special Agent
Department of Corrections

ALICE VAN-THU, CASE NO. 03-0413
Appeal from automatic resignation

Administrative Support Coordinator I
California State University - Monterey
Bay

PHUONG VU, CASE NO. 03-1145
Appeal from dismissal
Transportation Engineer (Civil)
Department of Transportation

BEVERLY WILSON, CASE NO. 03-1150A
Appeal from dismissal
Administrative Support Assistant II
California State University - Carson

B. CASES PENDING

- Oral Arguments
These cases are on calendar to be argued at this meeting or to be considered by the Board in closed session based on written arguments submitted by the parties.

NONE

C. CHIEF COUNSEL RESOLUTIONS

- Court Remands
These cases have been remanded to the Board by the court for further Board action.

NONE

- Stipulations
These stipulations have been submitted to the Board for Board approval, pursuant to Government Code, section 18681.

NONE

D. ADMINISTRATIVE LAW JUDGE'S (ALJ) PROPOSED DECISIONS

- Proposed Decisions

These are ALJ proposed decisions
submitted to the Board for the
first time.

VaMONICA BAKER, CASE NO. 02-3896
Appeal from dismissal
Motor Vehicle Field Representative
Department of Motor Vehicles
Consolidated with:
BARBARA HIGHTOWER, CASE NO. 02-3970
Appeal from ten-percent reduction
in salary for six months
Motor Vehicle Field Representative
Consolidated with:
DARLENE SOLOMON, CASE NO. 02-4018
Appeal from ten-percent reduction
in salary for six months
Motor Vehicle Field Representative
Department of Motor Vehicles

DANNY BOYD, CASE NO. 03-1537
Appeal from dismissal
Youth Correctional Officer
California Youth Authority - Chino

PAUL A. FULLER, CASE NO. 04-0505
Appeal from formal reprimand
Correctional Sergeant
California State Prison - Blythe
Department of Corrections

HUGO LANDEROS, CASE NO. 03-3190
Appeal from dismissal
Employment Program Representative
Employment Development Department

NICHOLAS LEON, CASE NO. 03-2097
Appeal from official reprimand
Correctional Sergeant
California State Prison - Avenal
Department of Corrections

KIM RITTENHOUSE, CASE NO. 03-3541 &
03-3542E

Appeal from denial of reasonable
accommodation and from constructive
medical termination
Office Technician (General)
Department of Fish and Game

PEARLIE BLEDSOE-TOWNES, Case No.
03-2966E
Appeal from denial of request for
reasonable accommodation
Correctional Sergeant
Central California Women's Facility
- Chowchilla
Department of Corrections

LOYD TRACY, CASE NO. 03-3059
Appeal from discrimination
complaint
Associate Governmental Program
Analyst
State Water Resources Control Board

KAVEN "KJ" YOUNG, CASE NO. 03-2901
Appeal from 10-working-days
suspension
Sergeant
California Highway Patrol

- Proposed Decisions Taken Under
Submission At Prior Meeting
These are ALJ proposed decisions
taken under submission at a prior
Board meeting, for lack of majority
vote or other reason.

NONE

- Proposed Decisions After Board
Remand

NONE

- Proposed Decisions After SPB
Arbitration

STEPHANIE HELMS, CASE NO. 04-0666
Appeal from three-working-days
suspension
Officer
California Highway Patrol

VICTOR VASQUEZ, CASE NO. 04-0258
Appeal from five-day suspension
Officer
California Highway Patrol

E. PETITIONS FOR REHEARING

- ALJ Proposed Decisions Adopted By
The Board
The Board will vote to grant or
deny a petition for rehearing filed
by one or both parties, regarding a
case already decided by the Board.

MICHELLE DAWKINS, CASE NO. 03-2755
Appeal from demotion
Fiscal Services Supervisor to
Typist Clerk III
Human Services Agency, Merced
County
Petition for rehearing filed by
appellant to be granted or denied.

JAMES MENA, CASE NO. 03-1174
Appeal from whistleblower
retaliation
Teacher (High School-Physical
Education)
Department of the Youth Authority -
Paso Robles
Petition for rehearing filed by
appellant to be granted or denied.

KEVIN REDDINGTON, CASE NO. 03-2646
& 04-0386

Appeal from ten-percent reduction
in salary for six pay periods, and
dismissal

Office Technician (Typing)

Department of Forestry and Fire
Protection

Petition for rehearing filed by
appellant to be granted or denied.

TIFFANI THOMAS, CASE NO. 03-2398P

Appeal from demotion

Office Services Supervisor I
(General)

California State Prison - Folsom
Department of Corrections

Petition for rehearing filed by
appellant to be granted or denied.

DENNIS UYEDA, CASE NO. 03-2396P

Appeal from five-working-days
suspension

Latent Print Analyst II

Department of Justice

Petition for rehearing filed by
appellant to be granted or denied.

- Whistleblower Notice of Findings
The Board will vote to grant or
deny a petition for rehearing filed
by one or both parties, regarding a
Notice of Findings issued by the
Executive Officer under Government
Code, section 19682 et seq. and
Title 2, California Code of
Regulations, section 56 et seq.

NONE

These cases are pending preparation of transcripts, briefs, or the setting of oral argument before the Board.

TIMOTHY BOBITT, CASE NO. 02-2856
Appeal from suspension
Senior Special Agent in Charge
Department of Justice

ANDREW CIRNER, CASE NO. 03-2241E
Appeal from denial of request for
reasonable accommodation
Senior Psychiatric Technician
Department of Mental Health

NICHOLAS COMAITES, CASE NO. 03-0062
Appeal from official reprimand
Correctional Counselor II
Department of Corrections
AND
PAUL WARD, CASE NO. 03-0332
Appeal from official reprimand
Correctional Administrator
Department of Corrections

SHANNON FROEMING, CASE NO. 03-2871E
Appeal from denial of request for
reasonable accommodation
Employment Program Representative
Employment Development Department

RONALD GALI, CASE NO. 03-0462
Appeal from dismissal
Native American Spiritual Leader
Folsom State Prison - Represa
Department of Corrections

MARY HUTTNER, CASE NO. 02-1690
Appeal from demotion
Staff Services Manager I to the
position of Associate Health Program
Advisor (top step)
Department of Health Services

CONNIE JAMES, CASE NO. 03-3136

Appeal from 15-working days
suspension
Accounting Technician
Employment Development Department

CONNIE JOHNSON, CASE NO. 03-2620
Appeal from 30-calendar days suspension
Employment Program Representative
Employment Development Department

JENNIFER KILL, CASE NO. 02-2164B
Appeal for determination of back salary,
benefits and interest
Supervising Cook
California Correctional Institution -
Tehachapi
Department of Corrections

NEIL MADDEN, CASE NO. 03-1682
Appeal from five-percent reduction
in salary for three months
Correctional Officer
Centinela State Prison - Imperial
Department of Corrections at Imperial

DONNA MARTINEZ, CASE NO. 03-2232
Appeal from dismissal
Material & Stores Supervisor I
Central California Women's Facility,
Department of Corrections

RAY MARTINEZ, CASE NO. 03-3344
Appeal from dismissal
Correctional Officer
Substance Abuse Treatment Facility -
Corcoran
Department of Corrections

JACQUELYN MCCARVER, CASE NO. 03-0669
Appeal from demotion
Correctional Sergeant
Rainbow Conservation Center - Fallbrook
Department of Corrections

MARGARET A. MEJIA, CASE NO. 03-1848
Appeal from dismissal
Psychiatric Technician (Safety)
Department of Mental Health

MARYLAND PAGE, CASE NO. 03-3703

Appeal from five-percent reduction in
salary for twelve-months
Correctional Officer
Ironwood State Prison - Blythe
Department of Corrections

LEIJANE OGAWA, CASE NO. 03-2943E
Appeal from discrimination
Office Assistant (General)
Department of Transportation

VIRGINIA PARKER, CASE NO. 03-0325
Appeal from demotion
Correctional Lieutenant
Ironwood State Prison - Blythe
Department of Corrections

NANCY VALENTINO, Case No. 03-0699
Appeal from dismissal
Psychiatric Technician
Department of Developmental Services

ALICE VAN-THU, CASE NO. 03-0413
Appeal from automatic resignation
Administrative Support Coordinator I
California State University

BOBBY WANG, CASE NO. 02-2684
Appeal from dismissal
Motor Vehicle Field Representative
Department of Motor Vehicles

GARY S. WHALEY, CASE NO. 03-1420E
Appeal from discrimination
Employment Program Representative
Employment Development Department

14. RESOLUTION EXTENDING TIME UNDER GOVERNMENT
CODE SECTION 18671.1 EXTENSION
(See Agenda Page 23)

15. NON-EVIDENTIARY CASES

- A. WITHHOLD APPEALS

- Cases heard by a Staff Hearing Officer, a
managerial staff member of the State
Personnel Board or investigated by
Appeals Division staff. The Board will
be presented recommendations by a Staff

Hearing Officer or Appeals Division staff
for final decision on each appeal.

JALEEL BORDERS, CASE NO. 03-2483
Correctional Officer
Department of Corrections

CARLOS CAMPA, CASE NO. 03-0843
Correctional Officer
Department of Corrections

ROY DIXON, CASE NO. 03-1846
Correctional Officer
Department of Corrections

WARREN ELLISON, CASE NO. 03-2176
Correctional Officer
Department of Corrections

RICHARD GALBRAITH, CASE NO. 03-1915
Correctional Officer
Department of Corrections

GEORGE GEORGE, CASE NO. 03-2355
Youth Correctional Officer
California Youth Authority

STEVEN HESSE, CASE NO. 03-2366
Correctional Officer
Department of Corrections

GILES LAUREN, CASE NO. 03-2018
Correctional Officer
Department of Corrections

RUDY LOPEZ, CASE NO. 03-2366
Senior Transportation Surveyor
Department of transportation

MARITZA MAR, CASE NO. 03-2149
Correctional Officer
Department of Corrections

JUAN MARTINEZ, CASE NO. 03-2258
Correctional Officer
Department of Corrections

JAMEKA MATTINGLY, CASE NO. 03-2258

Correctional Officer
Department of Corrections

TREVA MAZIQUE, CASE NO. 03-2367
Correctional Officer
Department of Corrections

ZACHARIAH MCCORMACK, CASE NO. 03-2264
Correctional Officer
Department of Corrections

JOHN MCDANIEL, CASE NO. 03-1729
Cadet, CHP
California Highway Patrol

KRISTINE MCDOWELL, CASE NO. 03-1721
Cadet, CHP
California Highway Patrol

ALFRED PATTERSON, CASE NO. 03-1733
Correctional Officer
Department of Corrections

MAXIMO POLANCO, CASE NO. 03-1824
Correctional Officer
Department of Corrections

JASON POSTMA, CASE NO. 03-1732
Correctional Officer
Department of Corrections

MICHAEL PRATT, CASE NO. 03-2429
Correctional Officer
Department of Corrections

STEPHEN PUSKAR, CASE NO. 03-2265
Correctional Officer
Department of Corrections

PAUL QUALLS, CASE NO. 03-2607
Correctional Officer
Department of Corrections

NATHAN RODRIGUEZ, CASE NO. 03-2420
Correctional Officer
Department of Corrections

HELEN ROGERS, CASE NOS. 03-2414,

03-2415, 03-2416, 03-2417, 03-2446
Office Assistant, Office Technician
State Personnel Board

DAVID RUIZ, CASE NO. 03-2071
Correctional Officer
Department of Corrections

JUANITO SANTOS, CASE NO. 03-1798
Disability Insurance Program
Representative
Department of Social Services

B. MEDICAL AND PSYCHOLOGICAL SCREENING
APPEALS - NONE

Cases heard by a Staff Hearing Panel
comprised of a managerial staff member of
the State Personnel Board and a medical
professional. The Board will be
presented recommendations by a Hearing
Panel on each appeal.

C. EXAMINATION APPEALS - NONE
MINIMUM QUALIFICATIONS - NONE
MERIT ISSUE COMPLAINTS - NONE

Cases heard by a Staff Hearing Officer, a
managerial staff member of the State
Personnel Board or investigated by
Appeals Division staff. The Board will
be presented recommendations by a Staff
Hearing Officer or Appeals Division staff
for final decision on each appeal.

D. RULE 212 OUT-OF-CLASS APPEALS - NONE
VOIDED APPOINTMENT APPEALS - NONE
RULE 211 APPEALS - NONE

Cases heard by a Staff Hearing Officer,
or a managerial staff member of the State
Personnel Board. The Board will be
presented recommendations by a Staff
Hearing Officer for final decision on
each appeal.

E. REQUEST TO FILE CHARGES CASES

PETITIONS FOR REHEARING CASES - NONE

Investigated by Appeals Division staff.
The Board will be presented
recommendations by Appeals Division staff
for final decision on each request.

(RTFC Cases)

CAROL BARNES, CASE NO. 03-0280
Accounting Officer Specialist
State Controller's Office

CSEA, CASE NO. 031485G; GERRIE KEMP, CASE
NO. 03-1640G2; DEBORAH LEVINSON, CASE NO.
03-1641G2; LINDA INOUE, CASE NO. 03-
1628G; ANETA GLEN, CASE NO.
03-1629G2, TAHNDA BAILEY, CASE NO.
03-1630G2; SUSAN WOOLAM, CASE NO.
03-1631G2, EDWIN THOMPSON, CASE NO.
03-1632G2
Department of Water Resources

PHILLIP CUTLER, CASE NO. 02-3962
Member of the Public
Board of Equalization

EDDIE LAU, CASE NO. 03-1778
Utilities Engineer
Public Utilities Commission

LEE MOORE, CASE NO. 02-2724
Correctional Lieutenant
Department of Corrections

PRISON INDUSTRY AUTHORITY, CASE NO.
02-2591
Former Employee
Prison Industry Authority

F. PSYCHOLOGICAL SCREENING CASES - NONE

Cases reviewed by Appeals Division staff,
but no hearing was held. It is
anticipated that the Board will act on
these proposals without a hearing.

The following proposals are made to the State Personnel Board by either the Board staff or Department of Personnel Administration staff.

It is anticipated that the Board will act on these proposals without a hearing.

Anyone with concerns or opposition to any of these proposals should submit a written notice to the Executive Officer clearly stating the nature of the concern or opposition. Such notice should explain how the issue in dispute is a merit employment matter within the Board's scope of authority as set forth in the State Civil Service Act (Government Code Section 18500 et seq.) and Article VII, California Constitution. Matters within the Board's scope of authority include, but are not limited to, personnel selection, employee status, discrimination and affirmative action. Matters outside the Board's scope of authority include, but are not limited to, compensation, employee benefits, position allocation, and organization structure. Such notice must be received not later than close of business on the Wednesday before the Board meeting at which the proposal is scheduled. Such notice from an exclusive bargaining representative will not be entertained after this deadline, provided the representative has received advance notice of the classification proposal pursuant to the applicable memorandum of understanding. In investigating matters outlined above, the Executive Officer shall act as the Board's authorized representative and recommend the Board either act on the proposals as submitted without a hearing or schedule the items for a hearing, including a staff recommendation on resolution of the merit issues in dispute.

A. EDUCATION ADMINISTRATOR II, ASSOCIATE SUPERINTENDENT, ASSOCIATE PUBLIC INSTRUCTION FOR GENERAL EDUCATION, EDUCATION PROGRAMS ASSISTANT.

The California Department of Education proposes the following revisions to the Education Programs Administration class series: abolish the class of Education

Administrator II; re-title the Education Administrator I class to Education Administrator; revise the class series Minimum Qualifications; re-title the Associate Superintendent, CEA class to Deputy Superintendent, CEA; re-title the Associate Public Instruction for General Education, CEA to Assistant Superintendent of Public Instruction, CEA; revise the Alternative Range Criteria for the Education Programs Assistant.

17. STAFF CALENDAR ITEMS FOR BOARD INFORMATION

NONE

18. CAREER EXECUTIVE ASSIGNMENT (CEA) CATEGORY ACTIVITY

This section of the Agenda serves to inform interested individuals and departments of proposed and approved CEA position actions. The first section lists position actions that have been proposed and are currently under consideration.

Any parties having concerns with the merits of a proposed CEA position action should submit their concerns in writing to the Classification and Compensation Division of the Department of Personnel Administration, the Personnel Resources and Innovation Division of the State Personnel Board, and the department proposing the action.

To assure adequate time to consider objections to a CEA position action, issues should be presented immediately upon receipt of the State Personnel Board Agenda in which the proposed position action is noticed as being under consideration, and generally no later than a week to ten days after its publication.

In cases where a merit issue has been raised regarding a proposed CEA position action and the dispute cannot be resolved, a hearing

before the five-member Board may be scheduled. If no merit issues are raised regarding a proposed CEA position action, and it is approved by the State Personnel Board, the action becomes effective without further action by the Board.

The second section of this portion of the Agenda reports those position actions that have been approved. They are effective as of the date they were approved by the Executive Officer of the State Personnel Board.

A. REQUESTS TO ESTABLISH NEW CEA POSITIONS
CURRENTLY UNDER CONSIDERATION

NONE

B. EXECUTIVE OFFICER DECISIONS REGARDING
REQUESTS TO ESTABLISH NEW CEA POSITIONS

(1) DEPUTY DIVISION CHIEF, FACILITIES
DEVELOPMENT DIVISION

The Office of Statewide Health Planning and Development's request to establish the above position to the CEA category has been approved effective April 23, 2004.

19. WRITTEN STAFF REPORT FOR BOARD INFORMATION

20. PRESENTATION OF EMERGENCY ITEMS AS NECESSARY

A D J O U R N M E N T

SUBMITTED

1. TEACHER STATE HOSPITAL (SEVERELY), ETC. Departments of Mental Health and Developmental Services. (Hearing held December 3, 2002).
2. VOCATIONAL INSTRUCTOR (SAFETY) (VARIOUS SPECIALTIES). Departments of Mental Health and Developmental Services. (Hearing held December 3, 2002).
3. TELEVISION SPECIALIST (SAFETY)
The Department of Corrections proposes to establish the new classification Television Specialist (Safety) by using the existing Television Specialist class specification and adding "Safety" as a parenthetical to recognize the public aspect of their job, additional language will be added to the Typical Tasks section of the class specification and a Special Physical Characteristics section will be added. (Presented to Board March 4, 2003).

NOTICE OF GOVERNMENT CODE § 18671.1 RESOLUTION

Since Government Code section 18671.1 requires that cases pending before State Personnel Board Administrative Law Judges (ALJ's) be completed within six months or no later than 90 days after submission of a case, whichever is first, absent the publication of substantial reasons for needing an additional 45 days, the Board hereby publishes its substantial reasons for the need for the 45-day extension for some of the cases now pending before it for decision.

An additional 45 days may be required in cases that require multiple days of hearings, that have been delayed by unusual circumstances, or that involve any delay generated by either party (including, but not limited to, submission of written briefs, requests for settlement conferences, continuances, discovery disputes, pre-hearing motions). In such cases, six months may be inadequate for the ALJ to hear the entire case, prepare a proposed decision containing the detailed factual and legal analysis required by law, and for the State Personnel Board to review the decision and adopt, modify or reject the proposed decision within the time limitations of the statute.

Therefore, at its next meeting, the Board will issue the attached resolution extending the time limitation by 45 days for all cases that meet the above criteria, and that have been before the Board for less than six months as of the date of the Board meeting.

GOVERNMENT CODE § 18671.1 RESOLUTION

WHEREAS, Section 18671.1 provides that, absent waiver by the appellant, the time period in which the Board must render its decision on a petition pending before it shall not exceed six months from the date the petition was filed or 90 days from the date of submission; and

WHEREAS, Section 18671.1 also provides for an extension of the time limitations by 45 additional days if the Board publishes substantial reasons for the need for the extension in its calendar prior to the conclusion of the six-month period; and

WHEREAS, the Agenda for the instant Board meeting included an item titled "Notice of Government Code § 18671.1 Resolution" which sets forth substantial reasons for utilizing that 45-day extension to extend the time to decide particular cases pending before the Board;

WHEREAS, there are currently pending before the Board cases that have required multiple days of hearing and/or that have been delayed by unusual circumstances or by acts or omissions of the parties themselves;

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the time limitations set forth in Government Code section 18671.1 are hereby extended an additional 45 days for all cases that have required multiple days of hearing or that have been delayed by acts or omissions of the parties or by unusual circumstances and that have been pending before the Board for less than six months as of the date this resolution is adopted.

* * * * *

**CALIFORNIA STATE PERSONNEL BOARD**

GRAY DAVIS, Governor

801 Capitol Mall • Sacramento, California 95814 • www.spb.ca.gov

Cal. 5/18/04

TO: Members
State Personnel Board

FROM: State Personnel Board - Legislative Office

SUBJECT: LEGISLATION

There is no written legislative report at this time. I will give a verbal presentation on any legislative action that has taken place that will be of interest to the Board.

Please contact me directly should you have any questions or comments regarding any bills in which you may have an interest. I can be reached at (916) 653-0453.


Sherry Hicks
Director of Legislation

STATE PERSONNEL BOARD

NON-HEARING CALENDAR

RE: BOARD CALENDAR MAY 18, 2004

(Cal. 5/18/04)

MEMO TO: STATE PERSONNEL BOARD

FROM: KAREN COFFEE, Chief, Merit Employment and Technical
Resources Division

SUBJECT: Non-Hearing Calendar Items for Board Action.

Staff have evaluated these items and recommend the following
action be taken:PAGE

- A. EDUCATION ADMINISTRATOR II, ASSOCIATE
SUPERINTENDENT, ASSOCIATE PUBLIC INSTRUCTION
FOR GENERAL EDUCATION, EDUCATION PROGRAMS
ASSISTANT
The California Department of Education
proposes the following revisions to the
Education Programs Administration class
series: abolish the class of Education
Administrator II; re-title the Education
Administrator I class to Education
Administrator; revise the class series Minimum
Qualifications; re-title the Associate
Superintendent, CEA class to Deputy
Superintendent, CEA; re-title the Associate
Public Instruction for General Education, CEA
to Assistant Superintendent of Public
Instruction, CEA; revise the Alternative Range
Criteria for the Education Programs Assistant.

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Cal 5/18/04

TO: STATE PERSONNEL BOARD

FROM: KAREN L. SANDERS, Personnel Management Consultant
Department of Personnel Administration

REVIEWED BY: JOSIE FERNANDEZ, Personnel Programs Manager
Department of Personnel Administration

SUBJECT: The CA Department of Education (CDE) proposes to revise the Education Programs Administration class series including class minimum qualifications; retitle two classes in the series; and abolish the class of Education Administrator II.

SUMMARY OF ISSUES:

The collective bargaining agreement of July 1, 1999 between the State and the exclusive representative (the CA State Employees' Association) for Bargaining Unit 21 (Educational Consultant and Library) required establishment of a joint Labor/Management Committee to conduct a classification study to review BU 21 classifications and make recommendations. This Committee narrowed the scope of the study to a review of three department specific classification series. These included the Education Programs Administration class series used by the California Department of Education (CDE), the Teacher Preparation class series used by the California Commission on Teacher Credentialing (CCTC) and the Community College Administration class series used by the California Community Colleges Chancellor's Office (CCCCO). Studies of the Education Programs Administration and Teacher Preparation class series have been completed while the study of the Community Colleges Administration class series is currently still in progress. This proposal encompasses the joint Labor/Management Committee recommendations for revisions to the rank and file classifications in the Education Programs Administration series as well as changes sought by the CDE to the series supervisory and managerial classes.

At the crux of the joint Labor/Management Committee discussions has been the substantial increase over the past several years in both the variety and complexity of K-12 education programs administered by CDE. Education program spending in California consumes almost half of the State's budget which now approaches \$100 billion and much of this funding is apportioned and administered by the CDE. There is a very high interest by both the State Legislature and the media in education programs and outcomes and this has also been a Federal government focus as well. CDE staff carries out the policy mandates of the State Board of Education in critical program areas such as curricula and textbook framework development and program and student learning assessments and there is constant pressure to ensure student success in required testing programs.

The most significant changes proposed to the Education Programs Administration class series reflect both Committee discussions and an assessment by CDE management of department needs. K-12 education system needs in California have made it increasingly imperative that education programs staff possess the qualifications necessary to effectively review, revise and develop programs able to meet current challenges and to provide

effective program support to California's 1000 plus school districts and county offices of education. Consequently, it is proposed that all appointees to the Education Programs Administration class series, at every level, possess at a minimum, either an administrative services credential or equivalent or a masters or doctorate degree. In order to obtain an administrative services credential in California, applicants must first possess a teaching credential and have worked as a teacher for some years. Possession of a masters or doctorate degree is a viable alternative to the administrative services credential pattern because there are some education fields, such as education research or working in education administration in a college or university setting, which do not require administrative services credentials.

Other proposed changes to the Education Programs Administration class series include abolishment of the Education Administrator (EA) II classification which is no longer used due to organizational flattening; retitling of the EA I class to EA to reflect abolishment of the EA II class; retitling the Associate Superintendent, CEA class to Deputy Superintendent, CEA to reflect the current CDE organization structure; retitling of the Assistant Superintendent of Public Instruction for General Education, CEA class to Assistant Superintendent of Public Instruction, CEA to remove extra verbiage that is not needed to describe the class; modifying and clarifying language throughout the specification to reflect current usage; and revising the alternate range criteria for the Education Programs Assistant (EPA) class to reflect proposed changes in the series education minimum qualifications.

CONSULTED WITH:

Kathryn Cervantes Peterson, Senior Labor Relations Officer, DPA
 William O'Neil, Director, Personnel Services Division, CDE
 Becky Newland, Special Projects Manager, CDE
 Audrey Moore, Chairperson, BU 21
 Patrick Clark, Senior Labor Relations Representative, CSEA

In accordance with the terms of the DPA/CSEA contract, DPA has notified the union in writing of this proposal.

CLASSIFICATION CONSIDERATIONS:

See Attachment B

RECOMMENDATIONS:

1. That the proposed revised specification for the classes of EDUCATION PROGRAMS ASSISTANT and EDUCATION PROGRAMS CONSULTANT appearing in the EDUCATION PROGRAMS ADMINISTRATION series specification shown in the current calendar be adopted.
2. That the titles of the following classes appearing in the EDUCATION PROGRAMS ADMINISTRATION class series be changed as indicated; and the proposed revised specification for these classes as shown in this calendar be adopted:

From
 Education Administrator I
 Assistant Superintendent of Public
 Instruction for General Education, C.E.A.
 Associate Superintendent of
 Public Instruction, C.E.A.

To
 Education Administrator
 Assistant Superintendent of
 Public Instruction, C.E.A.
 Deputy Superintendent of
 Public Instruction, C.E.A.

3. That Alternate Range Criteria number 226 be amended as follows:

Range A. This range shall apply to incumbents who do not meet the criteria for payment in Range B.

Range B. This range shall apply to persons who have successfully completed either:

1. One year performing education duties of a class equivalent in level to and Education Programs Assistant, Range A; or
2. Possession of both a valid California administrative services administration credential, or credential or life diploma of equivalent authorization.
~~(Possession of and a master's or doctorate degree may be substituted for the required credential.)~~

4. That the class of EDUCATION ADMINISTRATOR II appearing in the EDUCATION PROGRAMS ADMINISTRATION series be abolished.

B. CLASSIFICATION CONSIDERATIONS

BACKGROUND

1. **Provide some historical perspective about the organizational setting of the subject classes and the needs that this request addresses.**

In 1970, the Education Administration class series was established to classify professional education positions in the CA Department of Education (CDE) not requiring specialization in a specific area of education or population group. In 1973, the series was expanded to include a total of 7 levels. In 1986, the series was revised to change the series title to Education Programs Administration, to merge the class series titled Education Program Planning and Development into the subject series, to create a deep class at the Assistant level, and to revise the minimum qualifications to allow experience to substitute for the higher credential requirement. This is the series that exists today.

CDE requests a revision of the current series for six reasons. The first reason is to delete one of the six class levels in the series to reflect current usage. The department has discontinued the use of one of the managerial levels – the Education Administrator II class level. Therefore, this class can be abolished. This change will retain five class levels which are currently used by the department.

The second reason for the series revision is to strengthen the credential requirement for the Education Programs Assistant class. Currently this class requires possession of a teaching credential, although a master's degree can be substituted for the credential. The proposal is to increase the credential requirement to possession of an administrative services credential, a higher level credential than the teaching credential. The current credential requirement for the Assistant class has not changed since the creation of the class in the early 70's. Over the last 30 years, the recruitment demographics have changed significantly for these classes. Since all classes in the series are truly *Education Administration* positions, an administrative services credential is the most appropriate credential for all levels.

The third reason for the series revision is to modify the credential substitution change made in 1986 and return this requirement to the pre-1986 level, that is, to require applicants for the classes solely to possess either an administrative services credential, or to substitute a master's or doctorate degree for this credential. The role of the CDE educational staff in implementing significant educational reforms at the local level is one of advocacy. CDE staff promote, provide advice, and disseminate information about new requirements and promising practices in the over 1000 local school districts and 58 county offices of education throughout California. The CDE has found that staff who possess an administrative services credential are the most effective persons who perform these tasks, and the current substitution pattern allowing extra years of experience does not adequately prepare candidates for these jobs. With this background, staff can most effectively work with local educators making reforms.

The fourth reason for the revision is to change the title of the class Associate Superintendent of Public Instruction, CEA to *Deputy Superintendent of Public Instruction, CEA*. The Department no longer uses the Associate Superintendent title, and does use the working title of Deputy

Superintendent. The class concept described for the Associate Superintendent class is proposed for minor modification to reflect the current usage in the CDE.

The fifth reason for the revision is to modify Alternate Range Criteria 226 specifying the conditions under which incumbents may move to Range B in the Education Programs Assistant class. Currently this range criteria allows for either: 1) one year of experience at Range A; or 2) possession of a valid California administration credential, or master's or doctorate degree. The proposed changes to the credential requirement for the Education Programs Assistant class will require appointees to possess an administrative services credential or master's/doctorate degree for appointment to the class. Since this requirement will now become part of the minimum qualifications, it cannot be incorporated into the alternate range criteria. Therefore, pattern 2 is proposed for change to: possession of a valid California administrative services credential and a master's or doctorate degree. This change will recognize a candidate's possession of *both* alternatives for the credential requirement.

The sixth reason for the revision is to make minor modifications to the series to be consistent with the proposed changes, current terminology, and current practice. It is proposed to correct the title of the minimum credential qualification to "administrative services credential"; this is so that the minimum qualifications terminology reflects the official title of this credential as issued by the CA Commission on Teacher Credentialing. It is proposed to revise the title of the Education Administrator I class to *Education Administrator*, the "I" is no longer needed in the title because the Education Administrator II class is proposed for abolishment. It is proposed to change the title of the *Assistant Superintendent of Public Instruction for General Education, CEA* to delete the words "for General Education"; these words are redundant, add no clarity to the title, and make the title length unwieldy. It is proposed to modify the experience requirements for admittance to the examinations for the Assistant and Deputy Superintendent classes to reflect the abolishment of the Education Administrator II class. Finally, it is proposed to make minor wording changes throughout the specification to update terminology and provide clarity.

CLASSIFICATION CONSIDERATIONS

2. What classifications do the subject classes report to?

Subject Class:	Generally Reports to:
Education Programs Assistant	Education Administrator
Education Programs Consultant	Education Administrator
Education Administrator	Assistant Superintendent of Public Instruction, or CEA Band Position
Assistant Superintendent of Public Instruction, CEA	Deputy Superintendent of Public Instruction, CEA, or CEA Band Position or Deputy Superintendent (Exempt)
Deputy Superintendent of Public Instruction, CEA	Superintendent of Public Instruction (Elected) or Chief Deputy Superintendent (Exempt)

3. Will the subject classes supervise? If so what classes?

Subject Class:	Generally Supervises:
Education Programs Assistant	Non-supervisory
Education Programs Consultant	Non-supervisory
Education Administrator	Education Programs Assistants and Consultants, Staff Services classes, Clerical classes
Assistant Superintendent of Public Instruction, CEA	Education Administrators, Education Programs Consultants, Staff Services classes, Clerical classes
Deputy Superintendent of Public Instruction, CEA	Assistant Superintendents, Education Administrators, Education Programs Consultants, Clerical classes

4. What are the specific duties of the subject classes?

The subject classes as a group are responsible for developing, administering, and evaluating broad statewide elementary, secondary, and related postsecondary education policies and programs. This includes responsibility for communicating and applying such policies and programs for the improvement of local educational programs in California. Positions are allocated to the classes in this series when incumbents are required to possess in-depth knowledge and diversified experience in the development, coordination, management, and evaluation of one or more general educational programs. Incumbents in these classes provide leadership in public education in California by developing standards, policies, guidelines, programs, and procedures relating to the broad education programs and functions of CDE. Assignments include the development of new educational programs; the refinement, modification, or elimination of existing educational programs; and the coordination, assessment, or reassessment of agency priorities. Operational responsibilities may include the development and provision of direct assistance to local educational agencies of the State regarding the implementation of programs; the collaboration with college and university faculty and others on the development and implementation of curriculum and other education-related materials; the administration of grant programs including the allocation of funds and the review of programs; the development, review, analysis, and interpretation of State and Federal statutes, administrative regulations, policy documents, and departmental procedures; the review of local school and/or district operations to ensure programmatic quality and compliance with State and Federal law; and the representation of the Department with appropriate lay and professional groups. Incumbents also evaluate programs for conformance to standards, policies and procedures; consult with and advise public and private schools and other organizations on the development, administration and evaluation of educational programs; interpret and apply Federal and State laws and departmental policies and regulations affecting educational programs; conduct studies and do research relating to the planning, evaluation, and administration of programs; prepare and publish articles and reports; organize, administer and attend conferences and workshops; prepare and recommend changes in legislation, regulations and policies to facilitate the work of CDE; make oral presentations; supervise staff; develop general education policies; and do other related work.

Factors affecting allocation to specific classes within the series include the scope and level of responsibilities assigned, the complexity of work, the independence and consequence of action, the impact of decision making on statewide and departmental programs, and the degree of supervision exercised and received.

The *Education Programs Assistant* class is the entry and first journey level in the series and is used as a permanent level allocation for less complex or sensitive functions and as a training level for the higher professional levels in the series. Under general supervision, incumbents provide consultation and technical assistance to school officials on local, State, and Federal education programs; monitor and evaluate program components; prepare reports; and make recommendations for improving program effectiveness. Incumbents may also be assigned to work under the lead of positions at the Education Programs Consultant level.

The *Education Programs Consultant* class is the full journey level in this series. Under direction, incumbents analyze, plan, develop, administer, and evaluate the effectiveness of complex educational programs. They provide consultative services to local, State and Federal school officials in either general or special curricula, and instructional program planning; provide developmental services for educational programs designed to improve educational outcomes; and prepare work products on complex and sensitive education policy issues for a variety of State, Federal, and local level audiences. Typically functioning within a program unit, incumbents at this level may have responsibility for either a statewide or a regional specialized educational program area. Positions in this class perform the more difficult, sensitive and complex journey level program development, analyses, implementation, administrative and assessment activities. They may also serve as a lead and/or provide training to incumbents at the Education Programs Assistant class level.

The *Education Administrator* class is the supervisory level over professionals at the Consultant and Assistant levels. Under general direction, incumbents direct the work of a staff engaged in the planning, development, administration, and evaluation of educational programs. Nonsupervisory positions may occasionally be assigned to positions responsible for the most sensitive, complex and high level programs that are multidivisional in scope. Incumbents in nonsupervisory positions typically report to a Deputy Superintendent or higher level position.

The *Assistant Superintendent of Public Instruction, CEA* class is responsible for policy development and formulation. Typically found at the third organizational level, and incumbents work under administrative direction and generally direct the work of a major program division with statewide education program impact. They are responsible for planning, developing, assigning resources to, coordinating, administering and monitoring multiple education programs under the jurisdiction of CDE.

The *Deputy Superintendent of Public Instruction, CEA* class is responsible for policy development and formulation. Typically found at the second organizational level, incumbents work under broad administrative direction. As members of the Executive Staff of the elected State Superintendent of Public Instruction, they are responsible for planning, developing, assigning resources to, coordinating, administering and monitoring the work of a major CDE branch comprised of multiple education program divisions with significant impact and oversight responsibilities for major statewide programs.

5. What is the decision-making responsibility of the subject classes?

Incumbents in the *Education Programs Assistant* and *Education Programs Consultant* classes have decision-making responsibilities similar to persons in other journey level positions in state civil service classes. As highly trained, well-educated professionals, incumbents are expected to independently apply their knowledge and training to the programs and tasks assigned. Incumbents perform duties under either general supervision at the *Education Programs Assistant* level or direction at the *Education Programs Consultant* level of a first-level supervisor, usually an *Education Administrator*, but maintain independent responsibility for daily activities. Among the most independent decision-making responsibilities of both these levels are responding to local school personnel or members of the public pressing for on-the-spot interpretations of information, practice, policy, or law. It is the responsibility of staff to respond to such questions to the best of their knowledge and abilities, but when answers are not readily available, they are expected to advise management of their responses to unclear policy or programmatic issues, and make recommendations and adjustments when required. With regard to programmatic decisions, both the *Education Programs Assistant* and *Education Programs Consultant* levels are expected to present options and recommendations to management, but do not have final decision-making authority.

The *Education Administrator* class is the first level at which programmatic decision-making authority is authorized. Staff at this level has independent authority to determine how studies are to be conducted, make staff assignments, and set and meet timelines. Non-sensitive programmatic decisions may be made comfortably at this level. Items that involve policy, high-priority, or sensitive issues may be identified by persons at this level and presented, with options, to the Assistant Superintendent level for final decision. Once policy or direction at the Assistant Superintendent level is set, the *Education Administrator* may decide how individual cases are interpreted within the policy.

The *Assistant Superintendent of Public Instruction, C.E.A.* class has independent authority to make decisions and set policies within the parameters of educational direction set by Deputy Superintendents, the State Superintendent of Public Instruction, and the State Board of Education. This level has full authority to manage programs, typically with statewide impact, with the assistance of staff in the *Education Administrator* class, assign staff, determine programmatic direction, and develop, define and interpret policy.

The *Deputy Superintendent of Public Instruction, CEA* class has independent authority to set policies and make decisions within the parameters of educational direction set by the State Superintendent of Public Instruction and the State Board of Education. This level has full authority to manage a significant branch of CDE, which typically includes multiple statewide programs, assign staff, determine programmatic direction, and develop, define and interpret policy.

6. What would be the consequence of error if incumbents in the subject classes did not perform their jobs? (Program problems, lost funding, public safety compromised, etc.)

The primary role of educational classes in the CDE is to provide leadership, program development and direction, oversight and technical assistance to local California educational

programs which provide services to students and the community. One consequence of error for all incumbents in this series would be making inaccurate or incomplete program recommendations and decisions. A key role of the Education Programs Administration classes is development of and making revisions to education programs used by school districts throughout the State. If staff does not possess the necessary education and expertise, ineffective programs could potentially cost the State billions of dollars and negatively impact student learning outcomes. Another consequence of error might be the provision of inappropriate, incomplete, or inaccurate program information to local educational programs which again could lead to a loss of funds or negative student impact. A third example might be inaccurate or inappropriate program grant administration resulting in the distribution of funds to the wrong schools, inadequate funding levels, and poor standards with which to hold schools accountable. The consequence of any of these errors would be inadequate programs providing limited services to students who would be less well-prepared during their K-12 education, thus shorting the California taxpayer in their value for dollars spent for education.

7. What are the analytical requirements expected of incumbents in the subject classes?

All classes in the Education Programs Administration class series require highly developed analytical skills. For the classes of *Education Programs Assistant* and *Education Programs Consultant* levels, incumbents are expected to apply professional knowledge of the most current principles, practices and trends in public and private elementary, secondary, and postsecondary education; academic subject-matter curricula development and instructional methods; research and statistical methods; program planning techniques in the California public and private school system; school administrative practices; the functions of CDE and of schools, districts, and county offices of education; and Federal and State education laws, rules and regulations, to:

- Assume leadership and exercise creativity in the formulation, development, administration, and evaluation of education programs;
- Do complex research and analytical studies;
- Interpret and apply educational policy;
- Present ideas clearly and concisely in oral and written form;
- Establish effective working relations;
- Exercise tact, resourcefulness, and judgment with all groups contacted in the work; and
- Analyze situations accurately and take effective action.

In addition to the above, for the class of *Education Administrator* incumbents are expected to use their knowledge of the CDE organization; principles of employee development, training and supervision; CDE's mission, goals, programs, and policies; the Department's Affirmative Action Program objectives, and a manager's role in affirmative action and labor relations and the processes available to meet these program objectives, to:

- Effectively and efficiently manage a staff and program within the resources provided;
- Review and edit written documents;
- Establish and maintain project and departmental priorities;
- Work effectively with administrative personnel in the Department and in other governmental agencies;
- Supervise subordinate staff; and

- Effectively contribute to the Department's affirmative action objectives

In addition to the above, incumbents in the classes of *Assistant Superintendent of Public Instruction, C.E.A.* and *Deputy Superintendent of Public Instruction, CEA* are expected to use their knowledge of principles of public administration, budgeting, and personnel management to provide leadership and direction to a statewide education program, formulate policies, and work effectively with executive management staff in the Department and other governmental agencies.

8. What are the purpose, type and level of contact incumbents in the subject classes make?

Incumbents in the classes of *Education Programs Assistant* and *Education Programs Consultant* have the following types of contacts as delegated from the supervisory levels: Deputy Superintendent's and State Superintendent's staff (e.g., Communications Officer) for program or issue areas; State Board of Education members, as needed, for program expertise; direct contact with individual members of the public and media representatives in non-controversial program or issue areas; direct contact with school, district and county staff at the program administrator level regarding program content; legislative staff in issue or program areas; staff of control agencies, such as the Legislative Counsel, in issue or program areas; direct contact with other CDE administrators and consultants on program coordination.

Incumbents in the class of *Education Administrator* have the following types of contacts as delegated from the *Assistant Superintendent of Public Instruction, C.E.A.* or *CEA* band class: the staff of Legislative Committees and the Legislative Analyst's Office regarding proposed legislation; State Board of Education members as presenters of information in areas of expertise; program administrative staff within the US Department of Education and regional laboratories regarding specific federally funded programs and requirements; national panels as members or experts in specific areas; administrators and faculty of university schools of education regarding research projects and findings; visiting foreign educators regarding tours of educational facilities; other CDE program managers to coordinate programmatic information; direct contact with media representatives regarding local school issues; contact with individual public members on some sensitive issues.

Incumbents in the classes of *Assistant Superintendent of Public Instruction, C.E.A.* and *Deputy Superintendent of Public Instruction, CEA* have the following types of contacts: direct contact with the State Superintendent, the Chief Deputy Superintendent, and Deputy Superintendent(s) on policy, managerial, and funding issues; direct contact with state legislators and policy committee consultants regarding proposed content of legislation; testimony before legislative committees on behalf of the Department; direct contact with State Board of Education members regarding policy issues; testimony at State Board of Education meetings; direct contact with the principal analyst or above level at state control agencies, such as the Department of Finance, Legislative Analyst, etc.; direct contact at the executive level of other state agencies; frequent and direct contact with the executive levels in federal projects or the Deputy Assistant Secretary level in federal agencies such as the US Department of Education (USDE); direct contact with representatives of state and federal educational associations as the designated representative of the State Superintendent; direct contact at the director level of nationwide Regional Laboratories and Centers funded through USDE to support educational research and

improvement; and direct contact with media representatives regarding sensitive or high-interest issues.

NEED FOR NEW CLASS (if necessary)

9. **For new classes only: What existing classes were considered and why were they not appropriate?**

There are no new classes being requested in this proposal.

MINIMUM QUALIFICATIONS

10. **What are the proposed or current minimum qualifications of the subject classes and why are they appropriate? (Include inside and outside experience patterns).**

The classes in the *Education Programs Administration* series currently have both credential and experience requirements. The current requirements and the areas proposed for change are:

CREDENTIAL REQUIREMENTS

The CDE proposes to revise the credential requirements for both the Education Programs Assistant and Education Programs Consultant and above level classes. The current credential requirements for the classes in the Education Programs Administration series are as follows:

At the *Education Programs Assistant* level "possession of a valid California teaching credential with specialization in elementary, secondary or community college teaching or credential or life diploma of equivalent authorization" is required. Applicants may substitute possession of an earned master's or doctorate degree for the required credential.

At the *Education Programs Consultant* and above levels "possession of a valid California administration credential or credential or life diploma of equivalent authorization" is required. Applicants may substitute possession of an earned master's or doctorate degree for the required credential, or may also substitute one year of additional experience in the CDE performing the duties of a professional education class at a level equivalent to the class Education Programs Assistant, Range B, or higher for the required credential.

First, CDE proposes to change the credential title from "administration credential" to "administrative services credential". This is a very minor technical revision and is proposed so that the credential title corresponds with the official title now used by the CA Commission on Teacher Credentialing.

Then, for all classes in the series, the CDE proposes to retain the pattern allowing for a master's or doctorate degree to substitute for the credential. A master's degree is equivalent to an administrative services credential; indeed, many candidates receive a master's degree when they qualify for the administrative services credential. Candidates who possess only the

master's degree come primarily from the research side of education or from a college or university setting, where an administrative services credential normally is not available. The CDE believes this substitution pattern provides an appropriate minimum education level in order for incumbents to meet the demands of today's K-12 education program challenges.

The CDE proposes to change the current credential requirement for the *Education Programs Assistant* class to delete the teaching credential and instead, to require possession of an administrative services credential. The current credential requirement for this class has remained unchanged since the class concept was developed in the early 1970's. At that time, new educational reform efforts were first being introduced to California's K-12 schools, and few persons had the type of reform experience sought for these positions at the journey Education Programs Consultant class level. The Education Programs Assistant class (and predecessors) was designed to recruit talented persons in teaching positions with limited education administrative experience. It was intended that these persons could train in lower level CDE administrative positions, and eventually obtain an administrative services credential and promote to the Education Programs Consultant class.

The proposed change in the credential requirement is appropriate for two reasons. First, education programs in California have grown extremely complex and costly and are in the forefront of government and voter concerns at all levels. Staff charged with program design, development and revisions and providing leadership and advice to local education agencies must possess levels of education and experience sufficient to meet these program needs. The CDE, charged with oversight of the State's K-12 education system does not have the resources to provide new staff who do not have the necessary program background with extensive training and development that would be needed to perform effectively. Second, after over 30 years of education reform experience, a well-qualified candidate pool has become available and is able to meet the administrative services credential requirements of the full journey level Education Programs Consultant class. Moreover, the CDE now primarily recruits and hires at the Education Programs Consultant level. The Education Programs Assistant class level is now used only occasionally, principally to transition talented staff already in state service into the series. Most incumbents who transition to the Education Programs Assistant class rarely possess administrative services credentials but instead, possess either a master's or doctorate degree (thereby meeting the unchanged education substitution pattern) or are working on a master's or doctorate degree which they usually complete prior to being promoted to the Education Programs Consultant level or beyond.

The second proposed change to the credential requirement is for the Education Programs Consultant and above level classes in the series. The CDE proposes to delete the experience substitution pattern that currently allows applicants to substitute one additional year of experience in the CDE performing the duties of a professional education class at a level equivalent to the class Education Programs Assistant, Range B, or higher for the required administrative services credential or master's/doctorate degree.

As previously stated, the CDE has found it to be essential that incumbents in these professional education classes meet the original intent of the credential requirement; that is, to either possess an administrative services credential, or to substitute the possession of a master's/doctorate degree for the credential. The CDE provides a leadership role to local California K-12 school districts and offices of education to improve educational programs which are expected to result in enhanced student outcomes. K-12 education has been the focus of substantial attention in recent years from the public, the Governor, the California State

Legislature, the US President, the Federal Congress, and the state and national press. As a result, more reforms have been introduced, discussed, adopted, and implemented in K-12 education in the last five plus years than ever before. These changes require the development and delivery of new regulations and programs by staff in the CDE, and implementation of these new programs in local educational agencies. Professional educators at the local level need to understand how such programs affect them, and incumbents in the subject classes provide guidance to these local educators in doing so. Reforms such as implementing grade level standards, administering the high school exit examination and enforcing outcomes on student graduation, implementing changes that promote student success, assessing students annually in key subjects and selected grades, reducing/eliminating social promotion, expanding advanced placement courses in high schools, adopting revised curriculum frameworks at all levels in selected subjects, expanding charter schools, addressing violence in schools, etc. are all recent changes made within the last five plus years. The performance of duties related to implementing these reforms throughout California schools requires knowledgeable, well-trained staff who have experience working in public education, preferably in programs related to the reforms. Incumbents who meet the proposed credential requirement generally have the type of training to best carry-out these duties.

The pattern proposed for deletion (i.e. one extra year of experience at the level of Education Programs Assistant, Range B) was incorporated into the Education Administration series in 1986 at the request of the CDE. At that time, the board item requesting the change stated that the role of the department had changed "from that of providing direct assistance to school districts to one of researching trends and developing materials and programs". The CDE argued that staff in the department with "general management, research, evaluation and/or development skills can obtain the education program skills via actual work experience in the CDE". Since 1986, however, the role of the CDE has reverted to the original one, that is, primarily providing direct assistance to school districts. This role is one of advocacy. CDE staff promote, advise, and disseminate information about new requirements and promising practices to enhance student academic success. In order to perform this role most effectively, staff must have appropriate training, and be knowledgeable about the operation of schools and the methods of educating children. With this background, staff can be effective in helping local educators implement reforms.

The extra year of experience in the CDE does not adequately prepare incumbents to be effective in this advocacy role. The CDE has found that there are limitations in assignments that can be given to persons appointed using the experience substitution pattern because of their limited backgrounds. These limitations restrict the ability of the CDE to provide effective leadership to local school districts in implementing true educational reform. The State of California, either through legislation at the State Legislature or through policy adoption through the State Board of Education, is setting higher standards for local schools. Students, schools, and administrators are expected to implement significant reforms to achieve higher standards and expectations. Nearly all CDE Education Programs Assistant and Consultant positions have assignments involving this advocacy role. The CDE has found it important that persons employed at these levels possess a breadth of education and experience to be most effective in the performance of their duties. This is especially critical in times of budgetary reductions, when the Department is being asked to do more with fewer staff members. Staff who have worked in public schools and who possess the administrative services credential clearly have the breadth of education and experience needed to perform the duties effectively. Staff who do not have the experience working in public schools, but who possess a master's degree, generally also are able to perform effectively. Staff who do not have either the experience working in public

schools, or possess a master's/doctorate degree, are more limited in their ability to perform in the variety of assignments needed by the CDE. This limitation hampers the ability of the CDE to achieve its goals and objectives.

As the State of California's primary leadership agency for K-12 education, CDE staff must lead by example. The staff who represents CDE must also meet high standards so that their advocacy for school reform is received as credible. The modifications proposed to the minimum qualifications for all classes in the Education Programs Administration series are designed to raise these standards.

EXPERIENCE REQUIREMENTS

The changes that are proposed in the attached specification are for clarity and consistency within the current requirements.

There is one change proposed for the Education Programs Assistant class. Currently, there are two experience patterns, as follows:

Pattern I states: "Two years of teaching experience in elementary, secondary, or postsecondary education which shall have included demonstrated educational leadership in one or more of the following: school or district committees, professional education associations, or in the development of major curricula or programs."

Pattern II states: "One year of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation."

It is proposed that Pattern I be deleted. The deletion of this experience pattern is consistent with the deletion of the teaching credential requirement discussed above. As previously stated, the original intent behind the recruitment of teachers was to attract talented teachers with limited administrative experience because the candidate group at the Education Programs Consultant level was small in the early days of education reform. With the passage of over 30 years, this fact is no longer true. Significant numbers of well-qualified candidates are available for appointment to the Education Programs Consultant level, so that the Consultant level is the primary level hired by the CDE. For candidates to be competitive for appointment at the Assistant level, they will need to at least meet the experience described under Pattern II. Therefore, it is proposed that Pattern I be deleted.

For the proposed retitled Education Administrator class (formerly Education Administrator I), the current experience requirements in the first pattern call for: "One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Consultant; or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B." This is actually two patterns, consequently it is proposed as a technical cleanup amendment to split this pattern into two. The current second pattern will become the new Pattern III but does not include any other revisions.

For the Assistant Superintendent of Public Instruction, CEA class the current experience requirements are:

Either I: One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator II, or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator I.

Or II: Five years of administrative, educational program or policy development or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

It is proposed to retain experience pattern II for the Assistant Superintendent of PI, CEA class, but to modify pattern I to delete the experience at the Education Administrator II level because the Administrator II class is proposed for deletion. In light of this class deletion, and the fact that incumbents at the Education Administrator (I) level are the primary recruitment source for the Assistant Superintendent of PI, CEA class, it is proposed to reduce the number of years experience required at the Education Administrator level from two to one year. Candidates can be minimally competitive for the Assistant Superintendent, CEA class with one year of experience at the Education Administrator class level.

For the Deputy Superintendent of Public Instruction, CEA class the current minimum qualifications were the same as those for the Assistant Superintendent of PI, CEA class. Since these two classes are separate class concepts, it is proposed to add the following minimum qualifications for the Deputy Superintendent of PI, CEA class:

Either I: Two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Administrator.

Or II: More than five years of administrative, educational program or policy development or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

Both patterns are appropriate experience patterns to bring well-qualified candidates, both within and outside state service, to the Deputy Superintendent of PI, CEA class.

PROBATIONARY PERIOD

Six months

11. If a probationary period other than six months is proposed, what is the rationale?

The probationary period for all classes in the proposed revised *Education Programs Administration* series specification is currently 12 months. No change in the probationary period is proposed. These classes meet the criteria for 12-month probationary periods because each

class in this series is professional at the fully qualified level. Assignments are usually long term, and the effectiveness of the way in which assigned duties are performed generally cannot be evaluated on a day-to-day basis.

STATUS CONSIDERATIONS (see additional information in Part D).

12. What is the impact on current incumbents?

The proposed classification changes will have no status impact on current incumbents in the *Education Programs Assistant* and *Education Programs Consultant* classes. Incumbents in the class of *Education Administrator I* will have a class title change to *Education Administrator*. The classes of *Assistant Superintendent of Public Instruction, CEA* and *Associate Superintendent of Public Instruction, CEA* currently have no incumbents because the CDE is using either the alternate CEA band class or exempt authorizations. There are currently no incumbents in the class of *Education Administrator II* which is proposed for abolishment.

Of the proposed changes discussed above, the most impact will be on candidates seeking promotional opportunities into higher classifications within the series. These persons will be required to possess an administrative services credential or master's/doctorate degree to promote.

The biggest impact will be on incumbents who wish to promote from the Education Programs Assistant class to Education Programs Consultant level. The substitution pattern providing for one extra year of experience at the Education Programs Assistant, Range B level has been in existence for approximately 17 years. It is impossible for the CDE to determine the total number of appointments made to the Consultant class using the experience substitution pattern during this time. However, recent data is available. Within the last two years (between February 2002 and February 2004), the CDE has made a total of 34 appointments to the Education Programs Consultant class, either as list appointments or by transfer. None of these appointees needed to use the experience substitution pattern; that is, all appointees possessed an administrative services credential or a master's/doctorate degree. Additionally, for the year prior to February 2002, the CDE made a total of 54 list appointments to the Education Programs Consultant class. Forty-nine of these appointees, or 91%, possessed an administrative services credential or a master's/doctorate degree. Five of these appointees, or 9%, used the experience substitution pattern to qualify for appointment.

As can be seen by the appointment statistics, for the last two years the CDE has not used the experience substitution pattern to appoint staff. These appointment statistics are consistent with current staff expectations. In anticipation of the specification change, and to meet program needs, for at least two years staff in the Education Programs Assistant class have been advised they will not be appointed to the Consultant level unless they have obtained either an administrative services credential or a master's/doctorate degree. Currently, there are seventeen persons in the Education Programs Assistant classification. Six of these persons currently possess an administrative services credential or master's/doctorate degree, nine persons possess at least a bachelor's degree, and the remaining two persons have an associate of arts degree. The Department believes a master's/doctorate degree is achievable for the persons with at least a bachelor's degree, and has taken steps to encourage staff to obtain these degrees. Indeed, the Department is aware of many current incumbents who have been working on their degrees. For the remaining few staff members in the Assistant class who

will not or cannot meet the proposed credential requirement, either by obtaining an administrative services credential or a master's/doctorate degree, the CDE will ensure that their duties are appropriate for their classification until their positions are vacant. Future appointees, including transfers, to the Education Programs Assistant class will be required to meet the credential requirement at the time of appointment.

Candidates seeking promotional opportunities into the Education Administrator, Assistant Superintendent or Deputy Superintendent classes will also be required to possess an administrative services credential or master's/doctorate degree. There are approximately four hundred persons at CDE in the Education Program Administration class series who are potential candidates for promotion to these classes. It is difficult to determine the impact of the proposed changes on these persons. However, persons who are most competitive for these positions are those who have experience in local schools. Such persons almost always possess administrative services credentials, or have a master's/doctorate degree, or both. Therefore, it is anticipated that the proposed changes will have little, if any, impact on these promotional candidates.

13. Will current employees move by examination, transfer, reallocation, split-off, etc? Explain rationale.

No movement of current employees is necessitated by this proposal.

CONSULTED WITH

14. In addition to the departmental contacts listed on the cover sheet, list the names and affiliations of persons who were consulted during the development of this proposal.

- Karen Sanders, Staff Personnel Program Analyst, DPA
- Andy Andagan, Manager, Selection Services Unit, CDE
- Judy Goodridge, Manager, Personnel Classifications Office, CDE
- Greg Plath, Manager, Labor Relations Office, CDE
- Rebecca Newland, Personnel Manager, Personnel Classifications Office, CDE
- Exclusive Representative for Bargaining Unit 21, CSEA

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SPECIFICATION

EDUCATION PROGRAMS ADMINISTRATION
Series Specification
(Established September 3, 1970)

SCOPE

This series specification describes ~~six~~ five class levels used by the California Department of Education for general education ~~consultative and program administrative responsibilities in the Department of Education~~ consultation, development, and administration. These Classes in this series are ~~used for positions~~ responsible for evaluating, developing, and administering, ~~and evaluating~~ broad statewide elementary, secondary, and related postsecondary education policies and programs. ~~These classes include the responsibility for communicating and applying and include responsibility for the communication and application of such policies and programs for the improvement of local educational programs in California. Functions or education programs which Positions are allocated to this series when assigned duties require that incumbents possess in-depth knowledge and diversified experience in the development, coordination, management, and evaluation of one or more of the general educational programs are staffed with this series. Functions or education programs Positions which require incumbents with to possess extensive experience and in-depth knowledge in specialized education programs will continue to should be allocated to specialized classes the appropriate education specialty class.~~

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
ER95	2655	Education Programs Assistant
ER90	2656	Education Programs Consultant
ER86	2657	Education Administrator I
ER83	2658	Education Administrator II
ER82	2659	Assistant Superintendent of Public Instruction for General Education, C.E.A.
ER81	2660	Associate Deputy Superintendent of Public Instruction, C.E.A.

DEFINITION OF SERIES

~~Persons~~ Incumbents in these classes provide leadership in the field of California public education ~~in California~~ by developing standards, policies, programs, guidelines, and procedures relating to the broad education programs and functions of the California Department of Education. Assignments include the development of new educational programs; the refinement, modification, or elimination of existing educational programs;

and the coordination, assessment, or reassessment of agency priorities. Operational responsibilities may include the development and provision of direct assistance to local educational agencies ~~of the State~~ regarding the implementation of education programs; the collaboration with college and university faculty, field practitioners and specialists, and others on the development and implementation of curriculum curricula and other education-related materials; the administration of grant programs including the ~~distribution of funds and the~~ oversight of program implementation and review of programs program use and effectiveness; the development, review, analysis, and interpretation of education program-related State and Federal statutes, administrative regulations, policy documents, and departmental procedures; the review of local school and/or district operations to ensure programmatic quality and compliance with State and Federal law; and the representation of the Department with appropriate lay and professional groups. Incumbents evaluate programs for conformance ~~to~~ with standards, policies, and procedures; consult with and advise public and private ~~schools~~ school officials and the staff of other organizations on the development, administration, and evaluation of educational programs; interpret and apply Federal and State laws and departmental policies and regulations affecting educational programs; conduct studies and do research relating to the planning, evaluation, and administration of programs; prepare and publish articles and reports; organize, administer, and attend conferences and workshops; prepare and recommend changes in legislation, regulations, and policies to facilitate the work of the California Department of Education; make oral presentations; and ~~represent the Department as assigned. Persons in these classes~~ do other related work.

FACTORS AFFECTING POSITION ALLOCATION

The scope and level of responsibilities assigned; the complexity of work; the independence and consequence of action; the level and scope of responsibility of program and policy development and implementation; the impact of decision making on statewide programs; and degree of supervisory and administrative responsibility.

DEFINITION OF LEVELS

EDUCATION PROGRAMS ASSISTANT

This class is the entry and first journey level in the series. ~~The Assistant performs administrative assignments.~~ It is used as a permanent level allocation for the performance of less complex functions, and as a training level for the higher professional level classes in the series. Under general supervision, incumbents provide consultation and technical assistance for local, State, and Federal education programs in less complex or sensitive phases of the programs; monitors monitor and evaluate program components; prepares prepare reports and makes make recommendations for

improving program effectiveness. ~~The Assistant Incumbents at this level may be used as a training level for the Education Programs Consultant or comparable class, and may also~~ assigned to work under the guidance lead of a positions at the Education Programs Consultant level.

EDUCATION PROGRAMS CONSULTANT

This class is the full journey level in this series. Under ~~general supervision direction~~, incumbents ~~perform complex analytical duties in planning, developing, administering, and evaluating~~ analyze, plan, develop, administer, and evaluate the effectiveness of complex educational programs. They Incumbents provide consultative services to local, State, and Federal school officials in ~~either~~ general or special curricula, and in instructional program planning; provide developmental services for educational programs designed to improve educational ~~efforts~~ outcomes; and prepare and present ~~complex documents on~~ work products addressing complex and sensitive education policy issues ~~for~~ to a variety of State, Federal, and local level audiences.

Typically functioning within a program unit, ~~individuals~~ incumbents at this level may ~~either~~ have responsibility for either a statewide program or a regional specialized educational program ~~responsibility in an educational area of specialization.~~

Positions in this class perform the more difficult, sensitive, and complex journey level program development, ~~analysis~~ analyses, implementation, administrative, and assessment activities. ~~Consultants and~~ may work as a lead and/or provide leadership and training to incumbents at the Education Programs Assistant level.

EDUCATION ADMINISTRATOR ±

This class is the ~~first~~ supervisory level ~~over professionals at the Consultant and Assistant levels, as well as support and technical staff of this series.~~ Under general direction, incumbents ~~either assist an Education Administrator II or higher level manager in directing the planning, development, administration, and evaluation of educational programs of a major unit or directly supervise a smaller unit~~ direct the work of a staff engaged in the planning, development, administration, and evaluation of educational programs.

Nonsupervisory ~~positions~~ allocations may occasionally be ~~allocated~~ made to this class ~~performing~~ where incumbents have responsibility for the most sensitive, complex, and high level administrative, coordinative and consultative responsibilities for education programs that are multiunit or multidivision multidivisional in scope. Incumbents ~~functioning at this level~~ in nonsupervisory positions typically report to an Assistant Deputy Superintendent or higher level position.

EDUCATION ADMINISTRATOR II

~~This is the first managerial level in this series. Incumbents perform leadership responsibilities as managers over a small program division, or a major unit in a larger program division having statewide impact. They direct the work of a total unit staff of professional education personnel, usually including two or more staff at the Education Administrator I level, and additional support and technical staff. Incumbents typically report directly to an Assistant Superintendent or higher level manager. A limited number of staff positions are allocable to this class based on program development, program monitoring, coordinative and functional supervisory responsibilities for the most sensitive issues equivalent in level to the responsibilities of line administrative positions in the class. Staff positions typically report to an Associate Superintendent or higher level manager.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL EDUCATION, C.E.A.

This Positions in this class are typically found at the third organizational level has and have full responsibility for education program policy development and formulation responsibilities. Under administrative direction, incumbents in this class typically direct the work of a major program division and are responsible for planning, developing, assigning resources to, coordinating, administering, and monitoring large multiple education programs of the California Department of Education.

ASSOCIATE DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

This Positions in this class are typically found at the second organizational level has primary policy development and formulation responsibilities for the most highly sensitive and visible education programs and have significant responsibility for the development and formulation of statewide education program policies. Incumbents Under administrative direction, incumbents serve as members of the executive staff of the State Superintendent of Public Instruction and are responsible for planning, developing, assigning resources to, coordinating, administering, and monitoring the work of major sensitive and visible a major branch of the California Department of Education comprised of multiple education program divisions.

MINIMUM QUALIFICATIONSEDUCATION PROGRAMS ASSISTANTCREDENTIAL REQUIREMENTS

ALL LEVELS:

~~Credential Requirements: Possession of a valid California teaching credential with specialization in elementary, secondary or community college teaching or credential or life diploma of equivalent authorization. (Applicants who do not meet the credential requirement will be admitted to the examination but must meet the requirement before they will be considered eligible for appointment.)~~

~~(Possession of an earned master's or doctorate degree may be substituted for the required credential.)~~

EDUCATION PROGRAMS CONSULTANTEDUCATION ADMINISTRATOR I AND IIASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERALEDUCATION, C.E.A.ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

~~Credential Requirements: Possession of a valid California administration administrative services credential or credential or life diploma of equivalent authorization. (Applicants who do not meet the credential requirement will be admitted to the examination but must meet the requirement before they will be considered eligible for appointment.)~~

~~(Possession of an earned master's or doctorate degree may be substituted for the required credential.)~~

~~(One year of experience in the Department of Education performing the duties of a professional education class at a level equivalent to the class Education Programs Assistant, Range B, or higher may be substituted for the required credential. Experience used in this manner to meet the credential requirement must be in addition to that used to meet the general experience requirement.)~~

EXPERIENCE REQUIREMENTS

ALL LEVELS:

~~Experience Requirements: Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other another pattern to meet the total experience requirement. Experience in the California state service applied toward the open experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class with a level of responsibility equivalent to that described in the promotional experience pattern.~~

EDUCATION PROGRAMS ASSISTANT

Either I

~~Two years of teaching experience in elementary, secondary, or postsecondary education which shall have included demonstrated educational leadership in one or more of the following: school or district committees, professional education associations, or in the development of major curricula or programs.~~

Or II

One year of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

EDUCATION PROGRAMS CONSULTANT

Either I

One year of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.

Or II

Two years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

EDUCATION ADMINISTRATOR ±

Either I

One year of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Programs Consultant, ~~or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.~~

Or II

Two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.

Or III

Three years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

~~EDUCATION ADMINISTRATOR II~~~~Either I~~

~~One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator I, or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Consultant.~~

~~Or II~~

~~Four years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.~~

~~ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL
EDUCATION, C.E.A.~~

~~ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.~~

~~Either I~~

~~One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator II, or two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Administrator I.~~

~~Or II~~

~~Five years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.~~

DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

Either I

Two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Administrator.

Or II

More than five years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

KNOWLEDGE AND ABILITIES

EDUCATION PROGRAMS ASSISTANT

Knowledge of: Principles, practices, and trends in public and private elementary, secondary, and postsecondary education; academic subject-matter ~~curriculum~~ curricula development and instructional methods; research and statistical methods; and program planning techniques.

Ability to: Assume leadership and exercise creativity in the formulation and development of education programs; do complex research and analytical studies; apply educational policy; ~~present ideas clearly and concisely in oral and written form~~ communicate effectively; establish effective working ~~relations~~ relationships; and exercise tact, ~~resourcefulness~~ resourcefulness, and judgment with all groups contacted in the course of completing work assignments.

EDUCATION PROGRAMS CONSULTANT

Knowledge of: In addition to the above, the California public and private school system; school administrative practices; ~~and~~ the functions of the California Department of Education, and of schools, districts and county offices of education; Federal and State education laws and California Department of Education rules and regulations.

Ability to: In addition to the above, assume leadership and exercise creativity in the administration and evaluation of education programs; interpret educational ~~policy~~ program policies; analyze situations accurately and take effective action.

EDUCATION ADMINISTRATOR ±

Knowledge of: In addition to the above, the organization, mission, goals, programs, and policies of the State California Department of Education; principles of employee development, training, and supervision, and discipline; ~~the Department of Education's mission, goals, programs, and policies; the Department's Affirmative Action Program objectives, and a manager's role in affirmative action and a supervisor's role in labor~~ relations and the processes available to meet these program objectives; and supervisory responsibilities for promoting equal opportunity in hiring and employee development and promotion, and for maintaining a work environment that is free of discrimination and harassment.

Ability to: In addition to the above, effectively and efficiently manage direct a staff and ~~program~~ programs within the resources provided; review and edit written documents; establish and maintain project and departmental priorities; work effectively with administrative personnel in the Department of Education and in other governmental agencies; supervise

subordinate staff; and effectively ~~contribute to the Department's~~
~~affirmative action objectives~~ promote equal opportunity in employment and
maintain a work environment that is free of discrimination and harassment.

~~EDUCATION ADMINISTRATOR II~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION ~~FOR GENERAL~~
~~EDUCATION, C.E.A.~~

~~ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.~~

DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

Knowledge of: In addition to the above, principles of public
 administration, budgeting, and personnel management.

Ability to: In addition to the above, provide leadership and direction to
 a statewide education ~~program~~ programs; formulate policies; work
 effectively with ~~top~~ executive management ~~staff~~ in the Department of
Education and other governmental agencies.

ADDITIONAL DESIRABLE QUALIFICATIONS

In appraising experience, preference will be given to demonstrated program
 leadership in the field of education, particularly in programs designed
~~toward improving to improve~~ academic achievement of K-12 students, and in
implementing program requirements.

SPECIAL PERSONAL REQUIREMENTS

ALL LEVELS:

The following special personal ~~characteristics are~~ characteristic is
 required: ~~tact, resourcefulness, and willingness to travel throughout the~~
 State.

CLASS HISTORY

<u>Class</u>	<u>C.E.A.</u> <u>Estab.</u>	<u>Date</u> <u>Estab.</u>	<u>Date</u> <u>Revised</u>	<u>Title</u> <u>Changed</u>
Education Programs Assistant	--	7/29/86		--
Education Programs Consultant	--	3/3/66	7/29/86	7/29/86
Education Administrator I	--	9/3/70	7/29/86	
Education Administrator II	--	9/3/80	7/29/86	--
Assistant Superintendent of Public Instruction for General Education, C.E.A.	3/7/73	3/7/73	7/29/86	
Associate Deputy Superintendent of Public Instruction, C.E.A.	3/7/73	3/7/73	7/29/86	

ALTERNATE RANGE CRITERIA 226

Range A. This range shall apply to incumbents who do not meet the criteria for payment in Range B.

Range B. This range shall apply to persons who have successfully completed either:

1. One year performing education duties of a class equivalent in level to an Education Programs Assistant, Range A+, or
2. Possession of both a valid California ~~administration~~ administrative services credential, or credential or life diploma of equivalent authorization. ~~(Possession of and a master's or doctorate degree may be substituted for the required credential.)~~

STATE PERSONNEL BOARD

NON-HEARING CALENDAR

RE: BOARD CALENDAR MAY 18, 2004

(Cal. 5/18/04)

MEMO TO: STATE PERSONNEL BOARD

FROM: KAREN COFFEE, Chief, Merit Employment and Technical
Resources Division

SUBJECT: Non-Hearing Calendar Items for Board Action.

Staff have evaluated these items and recommend the following
action be taken:PAGE

- A. EDUCATION ADMINISTRATOR II, ASSOCIATE
SUPERINTENDENT, ASSOCIATE PUBLIC INSTRUCTION
FOR GENERAL EDUCATION, EDUCATION PROGRAMS
ASSISTANT

201

The California Department of Education
proposes the following revisions to the
Education Programs Administration class
series: abolish the class of Education
Administrator II; re-title the Education
Administrator I class to Education
Administrator; revise the class series Minimum
Qualifications; re-title the Associate
Superintendent, CEA class to Deputy
Superintendent, CEA; re-title the Associate
Public Instruction for General Education, CEA
to Assistant Superintendent of Public
Instruction, CEA; revise the Alternative Range
Criteria for the Education Programs Assistant.

May 4-5, 2004

TO: STATE PERSONNEL BOARD

FROM: KAREN L. SANDERS, Personnel Management Consultant
Department of Personnel Administration

REVIEWED BY: JOSIE FERNANDEZ, Personnel Programs Manager
Department of Personnel Administration

SUBJECT: The CA Department of Education (CDE) proposes to revise the Education Programs Administration class series including class minimum qualifications; retitle two classes in the series; and abolish the class of Education Administrator II.

SUMMARY OF ISSUES:

The collective bargaining agreement of July 1, 1999 between the State and the exclusive representative (the CA State Employees' Association) for Bargaining Unit 21 (Educational Consultant and Library) required establishment of a joint Labor/Management Committee to conduct a classification study to review BU 21 classifications and make recommendations. This Committee narrowed the scope of the study to a review of three department specific classification series. These included the Education Programs Administration class series used by the California Department of Education (CDE), the Teacher Preparation class series used by the California Commission on Teacher Credentialing (CCTC) and the Community College Administration class series used by the California Community Colleges Chancellor's Office (CCCCO). Studies of the Education Programs Administration and Teacher Preparation class series have been completed while the study of the Community Colleges Administration class series is currently still in progress. This proposal encompasses the joint Labor/Management Committee recommendations for revisions to the rank and file classifications in the Education Programs Administration series as well as changes sought by the CDE to the series supervisory and managerial classes.

At the crux of the joint Labor/Management Committee discussions has been the substantial increase over the past several years in both the variety and complexity of K-12 education programs administered by CDE. Education program spending in California consumes almost half of the State's budget which now approaches \$100 billion and much of this funding is apportioned and administered by the CDE. There is a very high interest by both the State Legislature and the media in education programs and outcomes and this has also been a Federal government focus as well. CDE staff carries out the policy mandates of the State Board of Education in critical program areas such as curricula and textbook framework development and program and student learning assessments and there is constant pressure to ensure student success in required testing programs.

The most significant changes proposed to the Education Programs Administration class series reflect both Committee discussions and an assessment by CDE management of department needs. K-12 education system needs in California have made it increasingly imperative that education programs staff possess the qualifications necessary to effectively review, revise and develop programs able to meet current challenges and to provide

effective program support to California's 1000 plus school districts and county offices of education. Consequently, it is proposed that all appointees to the Education Programs Administration class series, at every level, possess at a minimum, either an administrative services credential or equivalent or a masters or doctorate degree. In order to obtain an administrative services credential in California, applicants must first possess a teaching credential and have worked as a teacher for some years. Possession of a masters or doctorate degree is a viable alternative to the administrative services credential pattern because there are some education fields, such as education research or working in education administration in a college or university setting, which do not require administrative services credentials.

Other proposed changes to the Education Programs Administration class series include abolishment of the Education Administrator (EA) II classification which is no longer used due to organizational flattening; retitling of the EA I class to EA to reflect abolishment of the EA II class; retitling the Associate Superintendent, CEA class to Deputy Superintendent, CEA to reflect the current CDE organization structure; retitling of the Assistant Superintendent of Public Instruction for General Education, CEA class to Assistant Superintendent of Public Instruction, CEA to remove extra verbiage that is not needed to describe the class; modifying and clarifying language throughout the specification to reflect current usage; and revising the alternate range criteria for the Education Programs Assistant (EPA) class to reflect proposed changes in the series education minimum qualifications.

CONSULTED WITH:

Kathryn Cervantes Peterson, Senior Labor Relations Officer, DPA
 William O'Neil, Director, Personnel Services Division, CDE
 Becky Newland, Special Projects Manager, CDE
 Audrey Moore, Chairperson, BU 21
 Patrick Clark, Senior Labor Relations Representative, CSEA

In accordance with the terms of the DPA/CSEA contract, DPA has notified the union in writing of this proposal.

CLASSIFICATION CONSIDERATIONS:

See Attachment B

RECOMMENDATIONS:

1. That the proposed revised specification for the classes of EDUCATION PROGRAMS ASSISTANT and EDUCATION PROGRAMS CONSULTANT appearing in the EDUCATION PROGRAMS ADMINISTRATION series specification shown in the current calendar be adopted.
2. That the titles of the following classes appearing in the EDUCATION PROGRAMS ADMINISTRATION class series be changed as indicated; and the proposed revised specification for these classes as shown in this calendar be adopted:

From
 Education Administrator I
 Assistant Superintendent of Public
 Instruction for General Education, C.E.A.
 Associate Superintendent of
 Public Instruction, C.E.A.

To
 Education Administrator
 Assistant Superintendent of
 Public Instruction, C.E.A.
 Deputy Superintendent of
 Public Instruction, C.E.A.

3. That Alternate Range Criteria number 226 be amended as follows:

Range A. This range shall apply to incumbents who do not meet the criteria for payment in Range B.

Range B. This range shall apply to persons who have successfully completed either:

1. One year performing education duties of a class equivalent in level to and Education Programs Assistant, Range A; or
2. Possession of both a valid California administrative services administration credential, or credential or life diploma of equivalent authorization:
~~(Possession of and a master's or doctorate degree may be substituted for the required credential.)~~

4. That the class of EDUCATION ADMINISTRATOR II appearing in the EDUCATION PROGRAMS ADMINISTRATION series be abolished.

B. CLASSIFICATION CONSIDERATIONS

BACKGROUND

1. **Provide some historical perspective about the organizational setting of the subject classes and the needs that this request addresses.**

In 1970, the Education Administration class series was established to classify professional education positions in the CA Department of Education (CDE) not requiring specialization in a specific area of education or population group. In 1973, the series was expanded to include a total of 7 levels. In 1986, the series was revised to change the series title to Education Programs Administration, to merge the class series titled Education Program Planning and Development into the subject series, to create a deep class at the Assistant level, and to revise the minimum qualifications to allow experience to substitute for the higher credential requirement. This is the series that exists today.

CDE requests a revision of the current series for six reasons. The first reason is to delete one of the six class levels in the series to reflect current usage. The department has discontinued the use of one of the managerial levels – the Education Administrator II class level. Therefore, this class can be abolished. This change will retain five class levels which are currently used by the department.

The second reason for the series revision is to strengthen the credential requirement for the Education Programs Assistant class. Currently this class requires possession of a teaching credential, although a master's degree can be substituted for the credential. The proposal is to increase the credential requirement to possession of an administrative services credential, a higher level credential than the teaching credential. The current credential requirement for the Assistant class has not changed since the creation of the class in the early 70's. Over the last 30 years, the recruitment demographics have changed significantly for these classes. Since all classes in the series are truly *Education Administration* positions, an administrative services credential is the most appropriate credential for all levels.

The third reason for the series revision is to modify the credential substitution change made in 1986 and return this requirement to the pre-1986 level, that is, to require applicants for the classes solely to possess either an administrative services credential, or to substitute a master's or doctorate degree for this credential. The role of the CDE educational staff in implementing significant educational reforms at the local level is one of advocacy. CDE staff promote, provide advice, and disseminate information about new requirements and promising practices in the over 1000 local school districts and 58 county offices of education throughout California. The CDE has found that staff who possess an administrative services credential are the most effective persons who perform these tasks, and the current substitution pattern allowing extra years of experience does not adequately prepare candidates for these jobs. With this background, staff can most effectively work with local educators making reforms.

The fourth reason for the revision is to change the title of the class Associate Superintendent of Public Instruction, CEA to *Deputy Superintendent of Public Instruction, CEA*. The Department no longer uses the Associate Superintendent title, and does use the working title of Deputy

Superintendent. The class concept described for the Associate Superintendent class is proposed for minor modification to reflect the current usage in the CDE.

The fifth reason for the revision is to modify Alternate Range Criteria 226 specifying the conditions under which incumbents may move to Range B in the Education Programs Assistant class. Currently this range criteria allows for either: 1) one year of experience at Range A; or 2) possession of a valid California administration credential, or master's or doctorate degree. The proposed changes to the credential requirement for the Education Programs Assistant class will require appointees to possess an administrative services credential or master's/doctorate degree for appointment to the class. Since this requirement will now become part of the minimum qualifications, it cannot be incorporated into the alternate range criteria. Therefore, pattern 2 is proposed for change to: possession of a valid California administrative services credential and a master's or doctorate degree. This change will recognize a candidate's possession of *both* alternatives for the credential requirement.

The sixth reason for the revision is to make minor modifications to the series to be consistent with the proposed changes, current terminology, and current practice. It is proposed to correct the title of the minimum credential qualification to "administrative services credential"; this is so that the minimum qualifications terminology reflects the official title of this credential as issued by the CA Commission on Teacher Credentialing. It is proposed to revise the title of the Education Administrator I class to *Education Administrator*, the "I" is no longer needed in the title because the Education Administrator II class is proposed for abolishment. It is proposed to change the title of the *Assistant Superintendent of Public Instruction for General Education, CEA* to delete the words "for General Education"; these words are redundant, add no clarity to the title, and make the title length unwieldy. It is proposed to modify the experience requirements for admittance to the examinations for the Assistant and Deputy Superintendent classes to reflect the abolishment of the Education Administrator II class. Finally, it is proposed to make minor wording changes throughout the specification to update terminology and provide clarity.

CLASSIFICATION CONSIDERATIONS

2. What classifications do the subject classes report to?

Subject Class:	Generally Reports to:
Education Programs Assistant	Education Administrator
Education Programs Consultant	Education Administrator
Education Administrator	Assistant Superintendent of Public Instruction, or CEA Band Position
Assistant Superintendent of Public Instruction, CEA	Deputy Superintendent of Public Instruction, CEA, or CEA Band Position or Deputy Superintendent (Exempt)
Deputy Superintendent of Public Instruction, CEA	Superintendent of Public Instruction (Elected) or Chief Deputy Superintendent (Exempt)

3. Will the subject classes supervise? If so what classes?

Subject Class:	Generally Supervises:
Education Programs Assistant	Non-supervisory
Education Programs Consultant	Non-supervisory
Education Administrator	Education Programs Assistants and Consultants, Staff Services classes, Clerical classes
Assistant Superintendent of Public Instruction, CEA	Education Administrators, Education Programs Consultants, Staff Services classes, Clerical classes
Deputy Superintendent of Public Instruction, CEA	Assistant Superintendents, Education Administrators, Education Programs Consultants, Clerical classes

4. What are the specific duties of the subject classes?

The subject classes as a group are responsible for developing, administering, and evaluating broad statewide elementary, secondary, and related postsecondary education policies and programs. This includes responsibility for communicating and applying such policies and programs for the improvement of local educational programs in California. Positions are allocated to the classes in this series when incumbents are required to possess in-depth knowledge and diversified experience in the development, coordination, management, and evaluation of one or more general educational programs. Incumbents in these classes provide leadership in public education in California by developing standards, policies, guidelines, programs, and procedures relating to the broad education programs and functions of CDE. Assignments include the development of new educational programs; the refinement, modification, or elimination of existing educational programs; and the coordination, assessment, or reassessment of agency priorities. Operational responsibilities may include the development and provision of direct assistance to local educational agencies of the State regarding the implementation of programs; the collaboration with college and university faculty and others on the development and implementation of curriculum and other education-related materials; the administration of grant programs including the allocation of funds and the review of programs; the development, review, analysis, and interpretation of State and Federal statutes, administrative regulations, policy documents, and departmental procedures; the review of local school and/or district operations to ensure programmatic quality and compliance with State and Federal law; and the representation of the Department with appropriate lay and professional groups. Incumbents also evaluate programs for conformance to standards, policies and procedures; consult with and advise public and private schools and other organizations on the development, administration and evaluation of educational programs; interpret and apply Federal and State laws and departmental policies and regulations affecting educational programs; conduct studies and do research relating to the planning, evaluation, and administration of programs; prepare and publish articles and reports; organize, administer and attend conferences and workshops; prepare and recommend changes in legislation, regulations and policies to facilitate the work of CDE; make oral presentations; supervise staff; develop general education policies; and do other related work.

Factors affecting allocation to specific classes within the series include the scope and level of responsibilities assigned, the complexity of work, the independence and consequence of action, the impact of decision making on statewide and departmental programs, and the degree of supervision exercised and received.

The *Education Programs Assistant* class is the entry and first journey level in the series and is used as a permanent level allocation for less complex or sensitive functions and as a training level for the higher professional levels in the series. Under general supervision, incumbents provide consultation and technical assistance to school officials on local, State, and Federal education programs; monitor and evaluate program components; prepare reports; and make recommendations for improving program effectiveness. Incumbents may also be assigned to work under the lead of positions at the Education Programs Consultant level.

The *Education Programs Consultant* class is the full journey level in this series. Under direction, incumbents analyze, plan, develop, administer, and evaluate the effectiveness of complex educational programs. They provide consultative services to local, State and Federal school officials in either general or special curricula, and instructional program planning; provide developmental services for educational programs designed to improve educational outcomes; and prepare work products on complex and sensitive education policy issues for a variety of State, Federal, and local level audiences. Typically functioning within a program unit, incumbents at this level may have responsibility for either a statewide or a regional specialized educational program area. Positions in this class perform the more difficult, sensitive and complex journey level program development, analyses, implementation, administrative and assessment activities. They may also serve as a lead and/or provide training to incumbents at the Education Programs Assistant class level.

The *Education Administrator* class is the supervisory level over professionals at the Consultant and Assistant levels. Under general direction, incumbents direct the work of a staff engaged in the planning, development, administration, and evaluation of educational programs. Nonsupervisory positions may occasionally be assigned to positions responsible for the most sensitive, complex and high level programs that are multidivisional in scope. Incumbents in nonsupervisory positions typically report to a Deputy Superintendent or higher level position.

The *Assistant Superintendent of Public Instruction, CEA* class is responsible for policy development and formulation. Typically found at the third organizational level, and incumbents work under administrative direction and generally direct the work of a major program division with statewide education program impact. They are responsible for planning, developing, assigning resources to, coordinating, administering and monitoring multiple education programs under the jurisdiction of CDE.

The *Deputy Superintendent of Public Instruction, CEA* class is responsible for policy development and formulation. Typically found at the second organizational level, incumbents work under broad administrative direction. As members of the Executive Staff of the elected State Superintendent of Public Instruction, they are responsible for planning, developing, assigning resources to, coordinating, administering and monitoring the work of a major CDE branch comprised of multiple education program divisions with significant impact and oversight responsibilities for major statewide programs.

5. What is the decision-making responsibility of the subject classes?

Incumbents in the *Education Programs Assistant* and *Education Programs Consultant* classes have decision-making responsibilities similar to persons in other journey level positions in state civil service classes. As highly trained, well-educated professionals, incumbents are expected to independently apply their knowledge and training to the programs and tasks assigned. Incumbents perform duties under either general supervision at the *Education Programs Assistant* level or direction at the *Education Programs Consultant* level of a first-level supervisor, usually an *Education Administrator*, but maintain independent responsibility for daily activities. Among the most independent decision-making responsibilities of both these levels are responding to local school personnel or members of the public pressing for on-the-spot interpretations of information, practice, policy, or law. It is the responsibility of staff to respond to such questions to the best of their knowledge and abilities, but when answers are not readily available, they are expected to advise management of their responses to unclear policy or programmatic issues, and make recommendations and adjustments when required. With regard to programmatic decisions, both the *Education Programs Assistant* and *Education Programs Consultant* levels are expected to present options and recommendations to management, but do not have final decision-making authority.

The *Education Administrator* class is the first level at which programmatic decision-making authority is authorized. Staff at this level has independent authority to determine how studies are to be conducted, make staff assignments, and set and meet timelines. Non-sensitive programmatic decisions may be made comfortably at this level. Items that involve policy, high-priority, or sensitive issues may be identified by persons at this level and presented, with options, to the Assistant Superintendent level for final decision. Once policy or direction at the Assistant Superintendent level is set, the Education Administrator may decide how individual cases are interpreted within the policy.

The *Assistant Superintendent of Public Instruction, C.E.A.* class has independent authority to make decisions and set policies within the parameters of educational direction set by Deputy Superintendents, the State Superintendent of Public Instruction, and the State Board of Education. This level has full authority to manage programs, typically with statewide impact, with the assistance of staff in the Education Administrator class, assign staff, determine programmatic direction, and develop, define and interpret policy.

The *Deputy Superintendent of Public Instruction, CEA* class has independent authority to set policies and make decisions within the parameters of educational direction set by the State Superintendent of Public Instruction and the State Board of Education. This level has full authority to manage a significant branch of CDE, which typically includes multiple statewide programs, assign staff, determine programmatic direction, and develop, define and interpret policy.

6. What would be the consequence of error if incumbents in the subject classes did not perform their jobs? (Program problems, lost funding, public safety compromised, etc.)

The primary role of educational classes in the CDE is to provide leadership, program development and direction, oversight and technical assistance to local California educational

programs which provide services to students and the community. One consequence of error for all incumbents in this series would be making inaccurate or incomplete program recommendations and decisions. A key role of the Education Programs Administration classes is development of and making revisions to education programs used by school districts throughout the State. If staff does not possess the necessary education and expertise, ineffective programs could potentially cost the State billions of dollars and negatively impact student learning outcomes. Another consequence of error might be the provision of inappropriate, incomplete, or inaccurate program information to local educational programs which again could lead to a loss of funds or negative student impact. A third example might be inaccurate or inappropriate program grant administration resulting in the distribution of funds to the wrong schools, inadequate funding levels, and poor standards with which to hold schools accountable. The consequence of any of these errors would be inadequate programs providing limited services to students who would be less well-prepared during their K-12 education, thus shorting the California taxpayer in their value for dollars spent for education.

7. What are the analytical requirements expected of incumbents in the subject classes?

All classes in the Education Programs Administration class series require highly developed analytical skills. For the classes of *Education Programs Assistant* and *Education Programs Consultant* levels, incumbents are expected to apply professional knowledge of the most current principles, practices and trends in public and private elementary, secondary, and postsecondary education; academic subject-matter curricula development and instructional methods; research and statistical methods; program planning techniques in the California public and private school system; school administrative practices; the functions of CDE and of schools, districts, and county offices of education; and Federal and State education laws, rules and regulations, to:

- Assume leadership and exercise creativity in the formulation, development, administration, and evaluation of education programs;
- Do complex research and analytical studies;
- Interpret and apply educational policy;
- Present ideas clearly and concisely in oral and written form;
- Establish effective working relations;
- Exercise tact, resourcefulness, and judgment with all groups contacted in the work; and
- Analyze situations accurately and take effective action.

In addition to the above, for the class of *Education Administrator* incumbents are expected to use their knowledge of the CDE organization; principles of employee development, training and supervision; CDE's mission, goals, programs, and policies; the Department's Affirmative Action Program objectives, and a manager's role in affirmative action and labor relations and the processes available to meet these program objectives, to:

- Effectively and efficiently manage a staff and program within the resources provided;
- Review and edit written documents;
- Establish and maintain project and departmental priorities;
- Work effectively with administrative personnel in the Department and in other governmental agencies;
- Supervise subordinate staff; and

- Effectively contribute to the Department's affirmative action objectives

In addition to the above, incumbents in the classes of *Assistant Superintendent of Public Instruction, C.E.A.* and *Deputy Superintendent of Public Instruction, CEA* are expected to use their knowledge of principles of public administration, budgeting, and personnel management to provide leadership and direction to a statewide education program, formulate policies, and work effectively with executive management staff in the Department and other governmental agencies.

8. What are the purpose, type and level of contact incumbents in the subject classes make?

Incumbents in the classes of *Education Programs Assistant* and *Education Programs Consultant* have the following types of contacts as delegated from the supervisory levels: Deputy Superintendent's and State Superintendent's staff (e.g., Communications Officer) for program or issue areas; State Board of Education members, as needed, for program expertise; direct contact with individual members of the public and media representatives in non-controversial program or issue areas; direct contact with school, district and county staff at the program administrator level regarding program content; legislative staff in issue or program areas; staff of control agencies, such as the Legislative Counsel, in issue or program areas; direct contact with other CDE administrators and consultants on program coordination.

Incumbents in the class of *Education Administrator* have the following types of contacts as delegated from the *Assistant Superintendent of Public Instruction, C.E.A.* or *CEA* band class: the staff of Legislative Committees and the Legislative Analyst's Office regarding proposed legislation; State Board of Education members as presenters of information in areas of expertise; program administrative staff within the US Department of Education and regional laboratories regarding specific federally funded programs and requirements; national panels as members or experts in specific areas; administrators and faculty of university schools of education regarding research projects and findings; visiting foreign educators regarding tours of educational facilities; other CDE program managers to coordinate programmatic information; direct contact with media representatives regarding local school issues; contact with individual public members on some sensitive issues.

Incumbents in the classes of *Assistant Superintendent of Public Instruction, C.E.A.* and *Deputy Superintendent of Public Instruction, CEA* have the following types of contacts: direct contact with the State Superintendent, the Chief Deputy Superintendent, and Deputy Superintendent(s) on policy, managerial, and funding issues; direct contact with state legislators and policy committee consultants regarding proposed content of legislation; testimony before legislative committees on behalf of the Department; direct contact with State Board of Education members regarding policy issues; testimony at State Board of Education meetings; direct contact with the principal analyst or above level at state control agencies, such as the Department of Finance, Legislative Analyst, etc.; direct contact at the executive level of other state agencies; frequent and direct contact with the executive levels in federal projects or the Deputy Assistant Secretary level in federal agencies such as the US Department of Education (USDE); direct contact with representatives of state and federal educational associations as the designated representative of the State Superintendent; direct contact at the director level of nationwide Regional Laboratories and Centers funded through USDE to support educational research and

improvement; and direct contact with media representatives regarding sensitive or high-interest issues.

NEED FOR NEW CLASS (if necessary)

- 9. For new classes only: What existing classes were considered and why were they not appropriate?**

There are no new classes being requested in this proposal.

MINIMUM QUALIFICATIONS

- 10. What are the proposed or current minimum qualifications of the subject classes and why are they appropriate? (Include inside and outside experience patterns).**

The classes in the *Education Programs Administration* series currently have both credential and experience requirements. The current requirements and the areas proposed for change are:

CREDENTIAL REQUIREMENTS

The CDE proposes to revise the credential requirements for both the Education Programs Assistant and Education Programs Consultant and above level classes. The current credential requirements for the classes in the Education Programs Administration series are as follows:

At the *Education Programs Assistant* level "possession of a valid California teaching credential with specialization in elementary, secondary or community college teaching or credential or life diploma of equivalent authorization" is required. Applicants may substitute possession of an earned master's or doctorate degree for the required credential.

At the *Education Programs Consultant* and above levels "possession of a valid California administration credential or credential or life diploma of equivalent authorization" is required. Applicants may substitute possession of an earned master's or doctorate degree for the required credential, or may also substitute one year of additional experience in the CDE performing the duties of a professional education class at a level equivalent to the class Education Programs Assistant, Range B, or higher for the required credential.

First, CDE proposes to change the credential title from "administration credential" to "administrative services credential". This is a very minor technical revision and is proposed so that the credential title corresponds with the official title now used by the CA Commission on Teacher Credentialing.

Then, for all classes in the series, the CDE proposes to retain the pattern allowing for a master's or doctorate degree to substitute for the credential. A master's degree is equivalent to an administrative services credential; indeed, many candidates receive a master's degree when they qualify for the administrative services credential. Candidates who possess only the

master's degree come primarily from the research side of education or from a college or university setting, where an administrative services credential normally is not available. The CDE believes this substitution pattern provides an appropriate minimum education level in order for incumbents to meet the demands of today's K-12 education program challenges.

The CDE proposes to change the current credential requirement for the *Education Programs Assistant* class to delete the teaching credential and instead, to require possession of an administrative services credential. The current credential requirement for this class has remained unchanged since the class concept was developed in the early 1970's. At that time, new educational reform efforts were first being introduced to California's K-12 schools, and few persons had the type of reform experience sought for these positions at the journey Education Programs Consultant class level. The Education Programs Assistant class (and predecessors) was designed to recruit talented persons in teaching positions with limited education administrative experience. It was intended that these persons could train in lower level CDE administrative positions, and eventually obtain an administrative services credential and promote to the Education Programs Consultant class.

The proposed change in the credential requirement is appropriate for two reasons. First, education programs in California have grown extremely complex and costly and are in the forefront of government and voter concerns at all levels. Staff charged with program design, development and revisions and providing leadership and advice to local education agencies must possess levels of education and experience sufficient to meet these program needs. The CDE, charged with oversight of the State's K-12 education system does not have the resources to provide new staff who do not have the necessary program background with extensive training and development that would be needed to perform effectively. Second, after over 30 years of education reform experience, a well-qualified candidate pool has become available and is able to meet the administrative services credential requirements of the full journey level Education Programs Consultant class. Moreover, the CDE now primarily recruits and hires at the Education Programs Consultant level. The Education Programs Assistant class level is now used only occasionally, principally to transition talented staff already in state service into the series. Most incumbents who transition to the Education Programs Assistant class rarely possess administrative services credentials but instead, possess either a master's or doctorate degree (thereby meeting the unchanged education substitution pattern) or are working on a master's or doctorate degree which they usually complete prior to being promoted to the Education Programs Consultant level or beyond.

The second proposed change to the credential requirement is for the Education Programs Consultant and above level classes in the series. The CDE proposes to delete the experience substitution pattern that currently allows applicants to substitute one additional year of experience in the CDE performing the duties of a professional education class at a level equivalent to the class Education Programs Assistant, Range B, or higher for the required administrative services credential or master's/doctorate degree.

As previously stated, the CDE has found it to be essential that incumbents in these professional education classes meet the original intent of the credential requirement; that is, to either possess an administrative services credential, or to substitute the possession of a master's/doctorate degree for the credential. The CDE provides a leadership role to local California K-12 school districts and offices of education to improve educational programs which are expected to result in enhanced student outcomes. K-12 education has been the focus of substantial attention in recent years from the public, the Governor, the California State

Legislature, the US President, the Federal Congress, and the state and national press. As a result, more reforms have been introduced, discussed, adopted, and implemented in K-12 education in the last five plus years than ever before. These changes require the development and delivery of new regulations and programs by staff in the CDE, and implementation of these new programs in local educational agencies. Professional educators at the local level need to understand how such programs affect them, and incumbents in the subject classes provide guidance to these local educators in doing so. Reforms such as implementing grade level standards, administering the high school exit examination and enforcing outcomes on student graduation, implementing changes that promote student success, assessing students annually in key subjects and selected grades, reducing/eliminating social promotion, expanding advanced placement courses in high schools, adopting revised curriculum frameworks at all levels in selected subjects, expanding charter schools, addressing violence in schools, etc. are all recent changes made within the last five plus years. The performance of duties related to implementing these reforms throughout California schools requires knowledgeable, well-trained staff who have experience working in public education, preferably in programs related to the reforms. Incumbents who meet the proposed credential requirement generally have the type of training to best carry-out these duties.

The pattern proposed for deletion (i.e. one extra year of experience at the level of Education Programs Assistant, Range B) was incorporated into the Education Administration series in 1986 at the request of the CDE. At that time, the board item requesting the change stated that the role of the department had changed "from that of providing direct assistance to school districts to one of researching trends and developing materials and programs". The CDE argued that staff in the department with "general management, research, evaluation and/or development skills can obtain the education program skills via actual work experience in the CDE". Since 1986, however, the role of the CDE has reverted to the original one, that is, primarily providing direct assistance to school districts. This role is one of advocacy. CDE staff promote, advise, and disseminate information about new requirements and promising practices to enhance student academic success. In order to perform this role most effectively, staff must have appropriate training, and be knowledgeable about the operation of schools and the methods of educating children. With this background, staff can be effective in helping local educators implement reforms.

The extra year of experience in the CDE does not adequately prepare incumbents to be effective in this advocacy role. The CDE has found that there are limitations in assignments that can be given to persons appointed using the experience substitution pattern because of their limited backgrounds. These limitations restrict the ability of the CDE to provide effective leadership to local school districts in implementing true educational reform. The State of California, either through legislation at the State Legislature or through policy adoption through the State Board of Education, is setting higher standards for local schools. Students, schools, and administrators are expected to implement significant reforms to achieve higher standards and expectations. Nearly all CDE Education Programs Assistant and Consultant positions have assignments involving this advocacy role. The CDE has found it important that persons employed at these levels possess a breadth of education and experience to be most effective in the performance of their duties. This is especially critical in times of budgetary reductions, when the Department is being asked to do more with fewer staff members. Staff who have worked in public schools and who possess the administrative services credential clearly have the breadth of education and experience needed to perform the duties effectively. Staff who do not have the experience working in public schools, but who possess a master's degree, generally also are able to perform effectively. Staff who do not have either the experience working in public

schools, or possess a master's/doctorate degree, are more limited in their ability to perform in the variety of assignments needed by the CDE. This limitation hampers the ability of the CDE to achieve its goals and objectives.

As the State of California's primary leadership agency for K-12 education, CDE staff must lead by example. The staff who represents CDE must also meet high standards so that their advocacy for school reform is received as credible. The modifications proposed to the minimum qualifications for all classes in the Education Programs Administration series are designed to raise these standards.

EXPERIENCE REQUIREMENTS

The changes that are proposed in the attached specification are for clarity and consistency within the current requirements.

There is one change proposed for the Education Programs Assistant class. Currently, there are two experience patterns, as follows:

Pattern I states: "Two years of teaching experience in elementary, secondary, or postsecondary education which shall have included demonstrated educational leadership in one or more of the following: school or district committees, professional education associations, or in the development of major curricula or programs."

Pattern II states: "One year of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation."

It is proposed that Pattern I be deleted. The deletion of this experience pattern is consistent with the deletion of the teaching credential requirement discussed above. As previously stated, the original intent behind the recruitment of teachers was to attract talented teachers with limited administrative experience because the candidate group at the Education Programs Consultant level was small in the early days of education reform. With the passage of over 30 years, this fact is no longer true. Significant numbers of well-qualified candidates are available for appointment to the Education Programs Consultant level, so that the Consultant level is the primary level hired by the CDE. For candidates to be competitive for appointment at the Assistant level, they will need to at least meet the experience described under Pattern II. Therefore, it is proposed that Pattern I be deleted.

For the proposed retitled Education Administrator class (formerly Education Administrator I), the current experience requirements in the first pattern call for: "One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Consultant; or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B." This is actually two patterns, consequently it is proposed as a technical cleanup amendment to split this pattern into two. The current second pattern will become the new Pattern III but does not include any other revisions.

For the Assistant Superintendent of Public Instruction, CEA class the current experience requirements are:

Either I: One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator II, or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator I.

Or II: Five years of administrative, educational program or policy development or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

It is proposed to retain experience pattern II for the Assistant Superintendent of PI, CEA class, but to modify pattern I to delete the experience at the Education Administrator II level because the Administrator II class is proposed for deletion. In light of this class deletion, and the fact that incumbents at the Education Administrator (I) level are the primary recruitment source for the Assistant Superintendent of PI, CEA class, it is proposed to reduce the number of years experience required at the Education Administrator level from two to one year. Candidates can be minimally competitive for the Assistant Superintendent, CEA class with one year of experience at the Education Administrator class level.

For the Deputy Superintendent of Public Instruction, CEA class the current minimum qualifications were the same as those for the Assistant Superintendent of PI, CEA class. Since these two classes are separate class concepts, it is proposed to add the following minimum qualifications for the Deputy Superintendent of PI, CEA class:

Either I: Two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Administrator.

Or II: More than five years of administrative, educational program or policy development or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

Both patterns are appropriate experience patterns to bring well-qualified candidates, both within and outside state service, to the Deputy Superintendent of PI, CEA class.

PROBATIONARY PERIOD

Six months

11. If a probationary period other than six months is proposed, what is the rationale?

The probationary period for all classes in the proposed revised *Education Programs Administration* series specification is currently 12 months. No change in the probationary period is proposed. These classes meet the criteria for 12-month probationary periods because each

class in this series is professional at the fully qualified level. Assignments are usually long term, and the effectiveness of the way in which assigned duties are performed generally cannot be evaluated on a day-to-day basis.

STATUS CONSIDERATIONS (see additional information in Part D).

12. What is the impact on current incumbents?

The proposed classification changes will have no status impact on current incumbents in the *Education Programs Assistant* and *Education Programs Consultant* classes. Incumbents in the class of *Education Administrator I* will have a class title change to *Education Administrator*. The classes of *Assistant Superintendent of Public Instruction, CEA* and *Associate Superintendent of Public Instruction, CEA* currently have no incumbents because the CDE is using either the alternate CEA band class or exempt authorizations. There are currently no incumbents in the class of *Education Administrator II* which is proposed for abolishment.

Of the proposed changes discussed above, the most impact will be on candidates seeking promotional opportunities into higher classifications within the series. These persons will be required to possess an administrative services credential or master's/doctorate degree to promote.

The biggest impact will be on incumbents who wish to promote from the Education Programs Assistant class to Education Programs Consultant level. The substitution pattern providing for one extra year of experience at the Education Programs Assistant, Range B level has been in existence for approximately 17 years. It is impossible for the CDE to determine the total number of appointments made to the Consultant class using the experience substitution pattern during this time. However, recent data is available. Within the last two years (between February 2002 and February 2004), the CDE has made a total of 34 appointments to the Education Programs Consultant class, either as list appointments or by transfer. None of these appointees needed to use the experience substitution pattern; that is, all appointees possessed an administrative services credential or a master's/doctorate degree. Additionally, for the year prior to February 2002, the CDE made a total of 54 list appointments to the Education Programs Consultant class. Forty-nine of these appointees, or 91%, possessed an administrative services credential or a master's/doctorate degree. Five of these appointees, or 9%, used the experience substitution pattern to qualify for appointment.

As can be seen by the appointment statistics, for the last two years the CDE has not used the experience substitution pattern to appoint staff. These appointment statistics are consistent with current staff expectations. In anticipation of the specification change, and to meet program needs, for at least two years staff in the Education Programs Assistant class have been advised they will not be appointed to the Consultant level unless they have obtained either an administrative services credential or a master's/doctorate degree. Currently, there are seventeen persons in the Education Programs Assistant classification. Six of these persons currently possess an administrative services credential or master's/doctorate degree, nine persons possess at least a bachelor's degree, and the remaining two persons have an associate of arts degree. The Department believes a master's/doctorate degree is achievable for the persons with at least a bachelor's degree, and has taken steps to encourage staff to obtain these degrees. Indeed, the Department is aware of many current incumbents who have been working on their degrees. For the remaining few staff members in the Assistant class who

will not or cannot meet the proposed credential requirement, either by obtaining an administrative services credential or a master's/doctorate degree, the CDE will ensure that their duties are appropriate for their classification until their positions are vacant. Future appointees, including transfers, to the Education Programs Assistant class will be required to meet the credential requirement at the time of appointment.

Candidates seeking promotional opportunities into the Education Administrator, Assistant Superintendent or Deputy Superintendent classes will also be required to possess an administrative services credential or master's/doctorate degree. There are approximately four hundred persons at CDE in the Education Program Administration class series who are potential candidates for promotion to these classes. It is difficult to determine the impact of the proposed changes on these persons. However, persons who are most competitive for these positions are those who have experience in local schools. Such persons almost always possess administrative services credentials, or have a master's/doctorate degree, or both. Therefore, it is anticipated that the proposed changes will have little, if any, impact on these promotional candidates.

13. Will current employees move by examination, transfer, reallocation, split-off, etc? Explain rationale.

No movement of current employees is necessitated by this proposal.

CONSULTED WITH

14. In addition to the departmental contacts listed on the cover sheet, list the names and affiliations of persons who were consulted during the development of this proposal.

- Karen Sanders, Staff Personnel Program Analyst, DPA
- Andy Andagan, Manager, Selection Services Unit, CDE
- Judy Goodridge, Manager, Personnel Classifications Office, CDE
- Greg Plath, Manager, Labor Relations Office, CDE
- Rebecca Newland, Personnel Manager, Personnel Classifications Office, CDE
- Exclusive Representative for Bargaining Unit 21, CSEA

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SPECIFICATION

EDUCATION PROGRAMS ADMINISTRATION
Series Specification
(Established September 3, 1970)

SCOPE

This series specification describes ~~six~~ five class levels used by the California Department of Education for general education ~~consultative and program administrative responsibilities in the Department of Education~~ consultation, development, and administration. These Classes in this series are used for positions responsible for evaluating, developing, and administering, and evaluating broad statewide elementary, secondary, and related postsecondary education policies and programs. These classes include the responsibility for communicating and applying and include responsibility for the communication and application of such policies and programs for the improvement of local educational programs in California. Functions or education programs which Positions are allocated to this series when assigned duties require that incumbents possess in-depth knowledge and diversified experience in the development, coordination, management, and evaluation of one or more of the general educational programs are staffed with this series. Functions or education programs Positions which require incumbents with to possess extensive experience and in-depth knowledge in specialized education programs will continue to should be allocated to specialized classes the appropriate education specialty class.

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
ER95	2655	Education Programs Assistant
ER90	2656	Education Programs Consultant
ER86	2657	Education Administrator I
ER83	2658	Education Administrator II
ER82	2659	Assistant Superintendent of Public Instruction for General Education, C.E.A.
ER81	2660	Associate Deputy Superintendent of Public Instruction, C.E.A.

DEFINITION OF SERIES

~~Persons~~ Incumbents in these classes provide leadership in the field of California public education in California by developing standards, policies, programs, guidelines, and procedures relating to the broad education programs and functions of the California Department of Education. Assignments include the development of new educational programs; the refinement, modification, or elimination of existing educational programs;

and the coordination, assessment, or reassessment of agency priorities. Operational responsibilities may include the development and provision of direct assistance to local educational agencies ~~of the State~~ regarding the implementation of education programs; the collaboration with college and university faculty, field practitioners and specialists, and others on the development and implementation of curriculum curricula and other education-related materials; the administration of grant programs including the ~~distribution of funds and the oversight of program implementation and~~ review of ~~programs~~ program use and effectiveness; the development, review, analysis, and interpretation of education program-related State and Federal statutes, administrative regulations, policy documents, and departmental procedures; the review of local school and/or district operations to ensure programmatic quality and compliance with State and Federal law; and the representation of the Department with appropriate lay and professional groups. Incumbents evaluate programs for conformance ~~to~~ with standards, policies, and procedures; consult with and advise public and private ~~schools~~ school officials and the staff of other organizations on the development, administration, and evaluation of educational programs; interpret and apply Federal and State laws and departmental policies and regulations affecting educational programs; conduct studies and do research relating to the planning, evaluation, and administration of programs; prepare and publish articles and reports; organize, administer, and attend conferences and workshops; prepare and recommend changes in legislation, regulations, and policies to facilitate the work of the California Department of Education; make oral presentations; and ~~represent the Department as assigned. Persons in these classes do other related work.~~

FACTORS AFFECTING POSITION ALLOCATION

The scope and level of responsibilities assigned; the complexity of work; the independence and consequence of action; the level and scope of responsibility of program and policy development and implementation; the impact of decision making on statewide programs; and degree of supervisory and administrative responsibility.

DEFINITION OF LEVELS

EDUCATION PROGRAMS ASSISTANT

This class is the entry and first journey level in the series. ~~The Assistant performs administrative assignments. It is used as a permanent level allocation for the performance of less complex functions, and as a training level for the higher professional level classes in the series. Under general supervision, incumbents provide consultation and technical assistance for local, State, and Federal education programs in less complex or sensitive phases of the programs; monitors monitor and evaluate program components; prepares prepare reports and makes make recommendations for~~

improving program effectiveness. ~~The Assistant Incumbents at this level may be used as a training level for the Education Programs Consultant or comparable class, and may also assigned to work under the guidance lead of a positions at the Education Programs Consultant level.~~

EDUCATION PROGRAMS CONSULTANT

This class is the full journey level in this series. Under ~~general supervision direction~~, incumbents ~~perform complex analytical duties in planning, developing, administering, and evaluating~~ analyze, plan, develop, administer, and evaluate the effectiveness of complex educational programs. ~~They Incumbents provide consultative services to local, State, and Federal school officials in either general or special curricula, and in instructional program planning; provide developmental services for educational programs designed to improve educational efforts outcomes; and prepare and present complex documents on work products addressing complex and sensitive education policy issues for to a variety of State, Federal, and local level audiences.~~

Typically functioning within a program unit, ~~individuals incumbents~~ at this level may ~~either~~ have responsibility for either a statewide program or a regional specialized educational program ~~responsibility in an educational area of specialization.~~

Positions in this class perform the more difficult, sensitive, and complex journey level program development, ~~analysis~~ analyses, implementation, administrative, and assessment activities. ~~Consultants and may work as a lead and/or provide leadership and training to incumbents at the Education Programs Assistant level.~~

EDUCATION ADMINISTRATOR I

This class is the ~~first~~ supervisory level ~~over professionals at the Consultant and Assistant levels, as well as support and technical staff of this series.~~ Under general direction, incumbents ~~either assist an Education Administrator II or higher level manager in directing the planning, development, administration, and evaluation of educational programs of a major unit or directly supervise a smaller unit~~ direct the work of a staff engaged in the planning, development, administration, and evaluation of educational programs.

Nonsupervisory ~~positions~~ allocations may occasionally be ~~allocated~~ made to this class ~~performing~~ where incumbents have responsibility for the most sensitive, complex, and high level ~~administrative, coordinative and consultative responsibilities for education programs that are multiunit or multidivision~~ multidivisional in scope. Incumbents ~~functioning at this level in nonsupervisory positions typically report to an Assistant a Deputy Superintendent or higher level position.~~

~~EDUCATION ADMINISTRATOR II~~

~~This is the first managerial level in this series. Incumbents perform leadership responsibilities as managers over a small program division, or a major unit in a larger program division having statewide impact. They direct the work of a total unit staff of professional education personnel, usually including two or more staff at the Education Administrator I level, and additional support and technical staff. Incumbents typically report directly to an Assistant Superintendent or higher level manager. A limited number of staff positions are allocable to this class based on program development, program monitoring, coordinative and functional supervisory responsibilities for the most sensitive issues equivalent in level to the responsibilities of line administrative positions in the class. Staff positions typically report to an Associate Superintendent or higher level manager.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL EDUCATION,
C.E.A.

~~This~~ Positions in this class are typically found at the third organizational level ~~has~~ and have full responsibility for education program policy development and formulation responsibilities. Under administrative direction, incumbents in this class typically direct the work of a major program division and are responsible for planning, developing, assigning resources to, coordinating, administering, and monitoring large multiple education programs of the California Department of Education.

~~ASSOCIATE~~ DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

~~This~~ Positions in this class are typically found at the second organizational level ~~has primary policy development and formulation responsibilities for the most highly sensitive and visible education programs~~ and have significant responsibility for the development and formulation of statewide education program policies. ~~Incumbents~~ Under administrative direction, incumbents serve as members of the executive staff of the State Superintendent of Public Instruction and are responsible for planning, developing, assigning resources to, coordinating, administering, and monitoring the work of ~~major sensitive and visible a~~ major branch of the California Department of Education comprised of multiple education program divisions.

MINIMUM QUALIFICATIONSEDUCATION PROGRAMS ASSISTANTCREDENTIAL REQUIREMENTS

ALL LEVELS:

~~Credential Requirements: Possession of a valid California teaching credential with specialization in elementary, secondary or community college teaching or credential or life diploma of equivalent authorization. (Applicants who do not meet the credential requirement will be admitted to the examination but must meet the requirement before they will be considered eligible for appointment.)~~

~~(Possession of an earned master's or doctorate degree may be substituted for the required credential.)~~

EDUCATION PROGRAMS CONSULTANTEDUCATION ADMINISTRATOR I AND IIASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERALEDUCATION, C.E.A.ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

~~Credential Requirements: Possession of a valid California administration administrative services credential or credential or life diploma of equivalent authorization. (Applicants who do not meet the credential requirement will be admitted to the examination but must meet the requirement before they will be considered eligible for appointment.)~~

~~(Possession of an earned master's or doctorate degree may be substituted for the required credential.)~~

~~(One year of experience in the Department of Education performing the duties of a professional education class at a level equivalent to the class Education Programs Assistant, Range B, or higher may be substituted for the required credential. Experience used in this manner to meet the credential requirement must be in addition to that used to meet the general experience requirement.)~~

EXPERIENCE REQUIREMENTS

ALL LEVELS:

~~Experience Requirements: Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other another pattern to meet the total experience requirement. Experience in the California state service applied toward the open experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class with a level of responsibility equivalent to that described in the promotional experience pattern.~~

EDUCATION PROGRAMS ASSISTANT

Either I

~~Two years of teaching experience in elementary, secondary, or postsecondary education which shall have included demonstrated educational leadership in one or more of the following: school or district committees, professional education associations, or in the development of major curricula or programs.~~

Or II

One year of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

EDUCATION PROGRAMS CONSULTANT

Either I

One year of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.

Or II

Two years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

EDUCATION ADMINISTRATOR ±

Either I

One year of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Programs Consultant, ~~or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.~~

Or II

Two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.

Or III

Three years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

~~EDUCATION ADMINISTRATOR II~~~~Either I~~

~~One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator I, or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Consultant.~~

~~Or II~~

~~Four years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.~~

~~ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL
EDUCATION, C.E.A.~~

~~ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.~~

~~Either I~~

~~One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator II, or two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Administrator I.~~

~~Or II~~

~~Five years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.~~

DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

Either I

Two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Administrator.

Or II

More than five years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

KNOWLEDGE AND ABILITIES

EDUCATION PROGRAMS ASSISTANT

Knowledge of: Principles, practices, and trends in public and private elementary, secondary, and postsecondary education; academic subject-matter ~~curriculum~~ curricula development and instructional methods; research and statistical methods; and program planning techniques.

Ability to: Assume leadership and exercise creativity in the formulation and development of education programs; do complex research and analytical studies; apply educational policy; ~~present ideas clearly and concisely in oral and written form~~ communicate effectively; establish effective working ~~relations~~ relationships; and exercise tact, ~~resourcefulness~~ resourcefulness, and judgment with all groups contacted in the course of completing work assignments.

EDUCATION PROGRAMS CONSULTANT

Knowledge of: In addition to the above, the California public and private school system, school administrative practices; ~~and~~ the functions of the California Department of Education, and of schools, districts and county offices of education; Federal and State education laws and California Department of Education rules and regulations.

Ability to: In addition to the above, assume leadership and exercise creativity in the administration and evaluation of education programs; interpret educational ~~policy~~ program policies; analyze situations accurately and take effective action.

EDUCATION ADMINISTRATOR ±

Knowledge of: In addition to the above, the organization, mission, goals, programs, and policies of the State California Department of Education; principles of employee development, training, ~~and~~ supervision, and discipline; ~~the Department of Education's mission, goals, programs, and policies; the Department's Affirmative Action Program objectives, and a manager's role in affirmative action and a supervisor's role in labor~~ relations and the processes available to meet these program objectives; and supervisory responsibilities for promoting equal opportunity in hiring and employee development and promotion, and for maintaining a work environment that is free of discrimination and harassment.

Ability to: In addition to the above, effectively and efficiently ~~manage~~ direct a staff and ~~program~~ programs within the resources provided; review and edit written documents; establish and maintain project and departmental priorities; work effectively with administrative personnel in the Department of Education and in other governmental agencies; supervise

subordinate staff; and effectively ~~contribute to the Department's~~
~~affirmative action objectives~~ promote equal opportunity in employment and
maintain a work environment that is free of discrimination and harassment.

~~EDUCATION ADMINISTRATOR II~~

~~ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL~~
~~EDUCATION, C.E.A.~~

~~ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.~~

DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

Knowledge of: In addition to the above, principles of public
 administration, budgeting, and personnel management.

Ability to: In addition to the above, provide leadership and direction to
 a statewide education ~~program~~ programs; formulate policies; work
 effectively with ~~top~~ executive management staff in the Department of
Education and other governmental agencies.

ADDITIONAL DESIRABLE QUALIFICATIONS

In appraising experience, preference will be given to demonstrated program
 leadership in the field of education, particularly in programs designed
~~toward improving~~ to improve academic achievement of K-12 students, and in
implementing program requirements.

SPECIAL PERSONAL REQUIREMENTS

ALL LEVELS:

The following special personal ~~characteristics are~~ characteristic is
 required: ~~tact, resourcefulness, and~~ willingness to travel throughout the
State.

CLASS HISTORY

<u>Class</u>	<u>C.E.A.</u> <u>Estab.</u>	<u>Date</u> <u>Estab.</u>	<u>Date</u> <u>Revised</u>	<u>Title</u> <u>Changed</u>
Education Programs Assistant	--	7/29/86	--	--
Education Programs Consultant	--	3/3/66	7/29/86	7/29/86
Education Administrator I	--	9/3/70	7/29/86	
Education Administrator II	--	9/3/80	7/29/86	--
Assistant Superintendent of Public Instruction for General Education, C.E.A.	3/7/73	3/7/73	7/29/86	
Associate Deputy Superintendent of Public Instruction, C.E.A.	3/7/73	3/7/73	7/29/86	

ALTERNATE RANGE CRITERIA 226

Range A. This range shall apply to incumbents who do not meet the criteria for payment in Range B.

Range B. This range shall apply to persons who have successfully completed either:

1. One year performing education duties of a class equivalent in level to an Education Programs Assistant, Range A+, or
2. Possession of both a valid California ~~administration~~ administrative services credential, or credential or life diploma of equivalent authorization. ~~(Possession of and a master's or doctorate degree may be substituted for the required credential.)~~